

Educational Supplement

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Break



Neil Macfarlane: practised

Bill of health

As the Committee stage on the Education Bill is brought to an abrupt end, it seems the right time for an end of term report on the performance and progress of its members.

First of all it must be said that the headmaster has given an active lead (since Dr Rhodes Boyson still sometimes appears to doubt his role with his newer job as a minister). He has sat conscientiously through what is now around 100 hours of the Committee stage—rather longer than the 83 hours that Labour's last Education Bill Committee was allowed to run for—and led for the Government most of the time, though this job has nominally been shared with Neil Macfarlane, the under secretary.

The sharing of the roles was particularly delicately handled this week. It is a fairly open secret that Neil Macfarlane lost a school transport because Rhodes Boyson opposes the Bill's transport clauses. While Rhodes Boyson does not believe that school meals are an issue, since his volitionalism just but has continued to let letters of all kinds be sent to him, he believes on the other hand that all the correspondence and fuss will soon die down. They have both had to put a brave face on the assisted places scheme, a manifesto commitment supported only by the Prime Minister and Stansfeld.

Mr Saxton, now political adviser to Mark Carlisle, is something of a consolation on the technicalities.

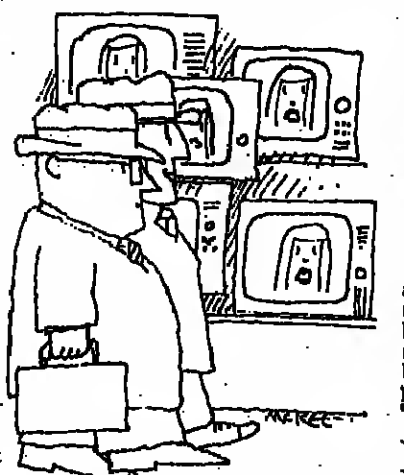
of Education Bills, since he cut his teeth writing amendments for Labour's 1976 Act when he was adviser to Norman St John Stevens. From this vantage point, he has not been particularly impressed with our campaignable words done this time round by the Labour team.

Most informal observers share the view that the filibustering and points of order raised by the Opposition have been the substitute for a proper understanding of the small print, and that this lack of informed vigilance has been one reason why the Bill is likely to become law very much as written. It is no coincidence that the most vocal of these strictures are Christopher Price, just-master of the nuances of educational politics, and former teacher Andrew Bennett.

Nigel Spearing is another ex-teacher who gets a good report for hard work and perseverance, as does Liberal spokesman Alan Bell, whose classroom contributions are always thought worth listening to. His suggested amendment about heads on governing bodies, for example, was taken on board by Rhodes Boyson. Duty backbenchers like they would not get highest marks for keeping quiet. Most have occupied their time stonily listening with consummate correspondence.

Nobility, alas, betrays that the Opposition's head boy has done enough homework. "Kinnock's love of language and engaging manner cannot compensate for the present superficial nature of his knowledge. He must apply himself to learning some hard facts if he is to enter for next year's exams." The trouble is that Neil Kinnock would obviously feel much more at home out on the steel barricades.

At a recent meeting with local authority chiefs, he confessed that he would be heartily glad when the time came to discuss the Education Bill in the Commons, a view slightly at variance with his more public protestations. "All very well for you," they said, "but when your troubles end, ours begin."



It will be interesting to hear the excuses for lateness if Drunkfest TV does start.

Workfraus

With admirable Teutonic efficiency, a West German woman to train for



Dr Hane: high-speed gallop.

ditionally male jobs is being closely monitored in all its 'socio-pedagogico-scientific' elements.

The 13-project scheme is designed to train women for a range of professions, from computer technology, through welding, milling and tooling, to chemical engineering. It recruits girl school-leavers, young unemployed women, and older women (but still under 35) returning to work after a break. Most are working in lower middle class.

The experiment is being monitored to see what its effects are on the trainees, on the working and training environment, and on family life. The Germans have also written a large cheque with which Unesco is sponsoring an international seminar on the scheme later this year.

In a high-speed gallop through European efforts to promote equality in education and training, Dr Eileen Byrne, education consultant to the European Community and Unesco, paused for a while to make a point of this particular programme, when she talked to a small gathering of the Parents' Society, in London last week.

One interesting finding, she said, was that those girl apprentices worked for better in support groups of 15 to 30 other female apprentices. This, combined with similar results coming out of the United States and other European countries, had interesting implications for the teaching of problem subjects—maths for girls, modern languages for boys.

It is obviously an area where further research could be useful, but Dr Byrne held few hopes of anything interesting coming out of the United Kingdom. "I am empty-handed on this international meeting. When I am, what the United Kingdom is doing as national policy in this field, I have to say: 'Nothing.'"

Pink debate

The rack group Pink Floyd cannot commit Mrs Anne Sofer, Labour

listened to the number one hit record "Another Brick in the Wall" despite the fact Conservative Chief Whip Mrs Patricia Kirwan had sent her a copy.

The Conservatives are concerned over the lack of prior information given to religious leaders, headmistresses, Miss Muriel Mason, on the record's lyrics—which include the line "We Don't Need No Education"—before pupils from the school took part in its recording.

Mrs Sofer said she had read the words of the song but had no views herself on them. "In general, I don't think the words of a pop song are intended as a serious contribution to educational debate."

Mrs Sofer admitted that the permission of the children's parents had not been sought prior to the recording, but that it had been felt unnecessary since they would not be identified individually on the record. However, they had been told afterwards and there had been no objections.

She said no arrangements had been made for the school, the L.A. or the pupils to receive any royalties payments from the record but that the Pink Floyd had told the pupils who were all interested in electronic music, they would be allowed to use the studio in future.

Counting on Japan

While Michael Edwards, vainly exhorting us to buy British, at least one local authority is being forced to turn to Japan—by the Education Bill.

Anticipating the passage of the school meal clauses in the Bill, Essex has started a cafeteria system in seven schools as an experiment. It has proved so successful that it is now likely to be greatly expanded, which is bad news for British industry.

To collect the pupils' money, Essex has had to instal cash registers in each school running the system. British models were expensive and delivery dates could not be guaranteed. So reluctantly they have had to buy cheap Sanyo registers from Japan, imported and serviced by a Chelmsford firm.

Unicorns are back

For the under-sevens there appear to be new literary trends for the 1980s, both more romantic and more commercial. After a swift of innovative figures like Pampus, the young literati may be turning their attention back to the more literary creatures of the past.

The author, who is the grandson of Axel Munthe (known for his international bestseller, "The Story of San Michele"), has also com-



Ignore him, Sofer, he's a Clock Commission.

passed a song about the clock which he sang to an audience of two to three years ago. School in the Road in London.

The day after he received a collection of portraits from his school which he said he had taken up by other means, he had exhausted the "Massacre" style games.

Indeed, Adam Munthe, pleased with the response that he has received for his next book, "The Clock Commission", to be published in the autumn, has written to the author to say that the author will be available for school visits.

"The Runham School kind of teachers' book of great value for educational purposes and the above material can be used to great advantage in the classroom. A teacher's life is a lonely one, and it is a great comfort to have a book which is a life in itself, and which is a life in itself."

Next week

- Papers everywhere: Morris, John, "The Clock Commission", to be published in the autumn.
- Janet Sumner, a new book on Victorian literature.

Nursery law to be changed

Two thorny problems—transport charges and Oxfordshire's nursery closures—are being solved by amending the Education Bill. Local authorities will not have to provide nurseries for all two-year-olds, and their power to charge for school buses will be restricted. Biddy Passmore reports.

Statutory duty will go

The Government is going to change the law on nursery education after several years of consultation. As the TES went to press, amendments were about to be made to the Education Bill, now rushing through its final stages in the Commons.

Under the amendments, local authorities' statutory duty to provide nursery education would be confined to a discretion. It would no longer be illegal to fail to provide education for all children between two and five whose parents wished them to have it.

In addition, nursery schools and classes would be included in Section 13 of the 1944 Education Act, so that all disputed proposals to close them down would have to be approved by the Secretary of State. However, the Government will not amend the law to allow councils to charge for nursery education.

The changes are a direct result of Oxfordshire's decision last autumn to close down all its nursery schools and classes in order to save £600,000. DES legal advice, recently reinforced by the Attorney General, said that this would be in clear breach of the 1944 Act.

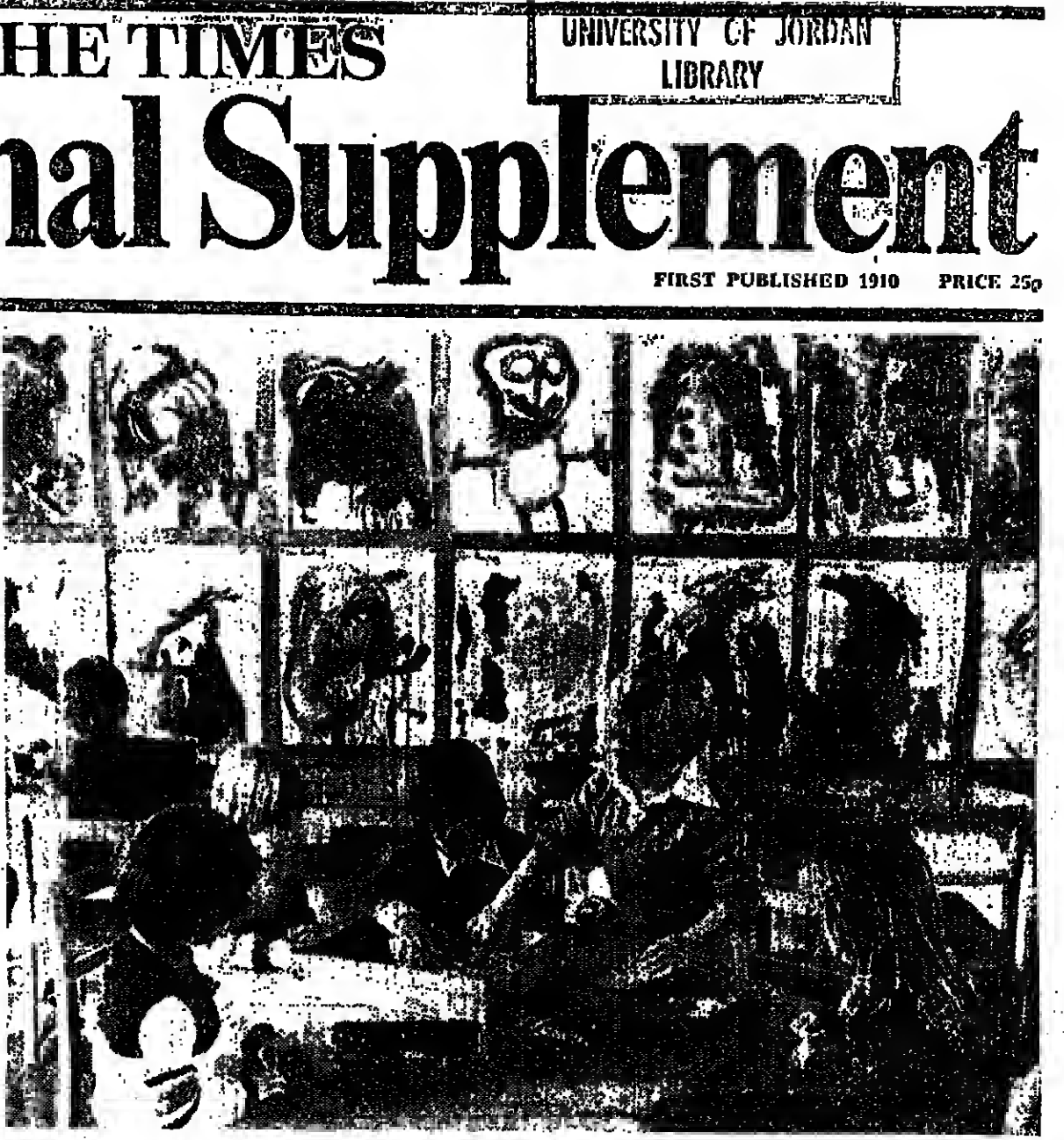
Flat-rate bus charges, but no price ceiling

The Government has decided to amend the transport provisions of the Education Bill to force L.A.s which introduce charges for school transport to levy them at a flat rate. However, it seems that ministers are not prepared to lip-synch on the charge.

This concession to back-bench Tories apparently became firm only during the dinner break of the Standing Committee on the Bill last Wednesday. The amendment, which says that local authorities must levy higher charges for children who travel long distances to school, and those attending denominational schools, who now travel free.

It is not yet certain if it will go through to placate Tory rebels and ensure the safe passage of the transport clause when the Bill goes back to the floor of the House next week.

It is even doubtful if the amendment will make much difference to local authorities' plans. Of those already using definite plans to charge, none is proposing to introduce charges according to distance. (Mid-Glamorgan was in charge of charging higher rates for children attending denominational and Welsh language schools but has now dropped the idea.) But the amendment may help to guide councils which have not yet finalized their plans, such as Wiltshire and Dorset.



Nursery children get in on the Act.

Spending cuts going over 3.5% guideline

by Sarah Bayliss

Budgets being drawn up by many councils across the country show that this year may have more fierce than the Government originally demanded and that the DES predicted in its survey last year.

In Northamptonshire, Warwickshire, Hereford and Worcester, for example, education committees are planning to cut the service in 1980-81 by more than 7 per cent—double the 3.5 per cent suggested nationally by the Government. In Nottinghamshire and Leicestershire there are proposals for cuts of 5 and 6 per cent respectively.

In many Labour authorities there are limited cuts averaging about 3 per cent but the prospect of massive rate rises. In Newcastle where there is a 2.5 per cent cut planned in education, rates are expected to rise by about 30 per cent. In Sheffield a 46 per cent increase could fall on ratepayers while in some London boroughs such as Hounslow with a "no cuts" platform the rates will also top 40 per cent.

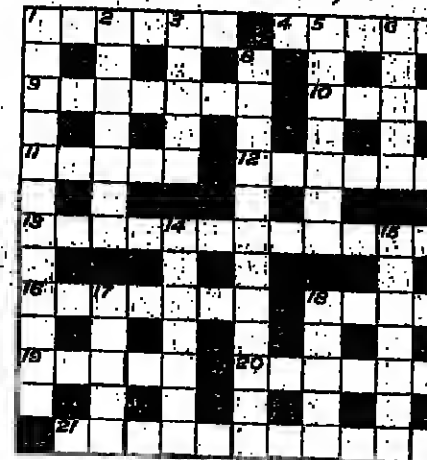
Most authorities have not had their education budgets ratified by full councils yet and are treating the figures as estimates. There is also delay and chaos in areas where Labour and Tory groups cannot reach a compromise. Some big authorities like Manchester and Liverpool have not even made their estimates public yet.

On transport some authorities have decided to make no charge at all. Sheffield will only charge a nominal 2p a journey whereas Kent proposes a flat rate of £133 a year for secondary pupils. Meal prices are going as high as 60p in some areas come September.

This week

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Crossword No 1,173



- Across
- 1 It's tops for checking off-duty behaviour (6).
 - 4 Wingless flycatcher (6).
 - 5 Spotted the beau—so the carpenter's shop? (7).
 - 10 Sink for a dwarf (5).
 - 11 By no means out-travelling ways (5).
 - 12 More VIP changes—for the better (7).
- Down
- 13 One fabled valued as 8 (4, 2, 3, 4).
 - 16 Loveliest language (7).
 - 19 A word for an occasion (5).
 - 20 Pottery for Den's (6).
 - 21 Kiss a wife for each day of the week (11).
 - 1 Ancestress of today's gang leaders (6, 6).

Maths teaser

Celebrating grandfather's birthday

When grandfather's birthday was approaching, his grandchild thought it would be a good idea to put candles on the birthday cake to indicate his age, as they mother had done when they had a birthday party. But when they were told how grandfather would be, they realized there would not be room for so many candles.

So their mother suggested that they should use some tall candles each representing 10 years, and some short candles each representing one year; so do this a total of 12 candles would be needed.

Grandfather was very pleased with the cake and his 12 candles, and though it would bring him times his lucky prime number.

Solution

The 12 candles could represent the number 3, tens and nine units. 39, 49, 59, 69, 79, 89, 99. Of these only 49 and 59 are multiples of 12, but since

48 = 12 x 4 and 4 is not a prime number, grandfather's age must be number 59, and his lucky prime

number is 7, and his lucky prime

Alternatively one can pick out multiples of 12, i.e. 12, 24, 36, 48, 60, 72, 84, 96, of which only 48 and 60 have 12 as the sum of their digits. Only 48 is 12 times a prime number.

Grandfather's puzzles

(1) Are there any other numbers that are multiples of 7, whose digits have a sum of 12? To solve this puzzle one can write down the sequence of numbers greater than 84 that are multiples of 7, and pick out those whose digit sum is 12, or make a list of numbers whose digit sum is 12 and pick out those that are multiples of 7. Both methods are slow and tedious, as there are only a few solutions less than 1,000.

To find them, let us search for three numbers, a, b, and c, whose digits are the number 101a + b + c, where a + b + c = 12. Substituting 12 - a - b for c, the number becomes 99a + 10b + 12 - 2a - b = 97a + 9b + 12. This is a multiple of 7 if and only if a and b are integers, and a and b are integers less than 10 whose sum does not exceed 12. Taking m = 1, we find that possible values for the pair (a, b) are (1, 4), (3, 3), (5, 2), (7, 1).

and (8, 0). Use these solutions; you will find numbers form an Arithmetic progression, with common difference 189.

Now take m = 2 and more values for (a, b) and you will find four more solutions.

No further solutions can be found by taking m = 3, though solutions greater than 1,000 will be found, which is 1,029 is the smallest solution.

Solution to

(1) m = 1 produces 714, 903, 624, 810, which form an Arithmetic progression with common difference 189.

(2) Grandfather's lucky number was 59, and his lucky prime number was 7.

Mr Mark Carlisle's Education Bill returns to the floor of the House of Commons next week for the Report stage. What emerges from the Standing Committee is a bad Bill. Far from improving the quality of education or the quality of life, this Bill will make many things worse.

Two sections of the Bill are designed to shift costs away from the public purse and back to the pockets of the users. One of these is objectionable in principle; both are undesirable in practice.

Transport

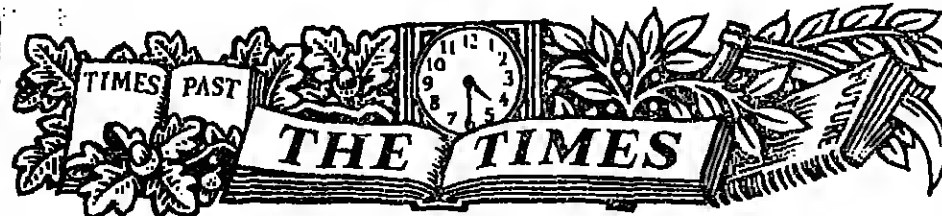
The change in the law on school transport will levy discriminatory charges on those who live in the country. Kent seems to be at the top end of the new fare structure, threatening parents with up to £133 a year for a secondary pupil. Some plans may be modified in the light of the final legislation, but a parent with two children at school could, in many areas, be faced with bills for £150-£250 a year.

Not only will there be sharp differences from one place to another, but parents of children at Church schools will be favoured or penalized depending on where they live. There will not be a uniform income scale for the remission of charges (though Supplementary Benefit and Family Income Supplement levels will provide a floor), and, for a miserable minority caught in a now-expanding poverty trap, the increased charges for transport, with those for school meals, could lay claim to as much as 10 per cent of a family's disposable income.

Hard cases make bad law, they say, but they make for bad education, too. The fundamental principle of the 1944 Education Act demands that access to education should not depend on place of residence or parental means. This will be breached by this Bill. Taken together with the compulsion clauses of the Education Act, this represents a direct, but uneven, tax on education and an added deterrent from staying at school beyond the minimum leaving date. The Association of County Councils has taken issue of the Bill for putting the proposal for a new, but ultimately responsible, rest squarely with the amiable but sadly misguided Mr Carlisle.

School meals

The school meals clauses have not been adequately thought through. Quite apart



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A bad Bill which will positively harm education

from the hardship which they will cause, they are likely to have serious and damaging educational consequences. If any more pupils are running wild at mid-day, not only will there be a greater road safety risk (to which, of course, there are unpleasant costs to the health services) but also less work done in the school session immediately after lunch. Experience during last winter's strikes showed just how disruptive to the afternoon classes an unsupervised lunch-time break can be. Many who rush out on to the streets will swell the truancy figures: Mr Carlisle will be the man who stepped up juvenile delinquency by an ill-judged measure.

Parental choice

Here, again, the charge against the Bill is that it is muddled and its consequences cannot be fully foreseen. The transport clauses put up the cash premium on the exercise of parental choice. But other provisions in the Bill will make it much harder to make sure that everybody has a good school to go to. If this led to a policy of 'telling rolls', which envisaged a process of attrition as less popular schools wither away while 'parental choice' selects the schools to survive, it would be an application of market economics which managed to be both cruel and half-hearted. Many pupils in the schools which are doomed would pay the price. Part of the

price will be the mushroom growth of upwards of 750 appeals committees, membership of which will earn local councillors their due attendance payments.

Moreover, in such a process of unplanned reorganization, the special position of the voluntary schools will become increasingly controversial. Already in London and elsewhere, their admissions policies are under attack. For reasons which are not directly related to their religious ethos, Church schools are likely to be favoured by parental choice. They can pick a selection of pupils who will, collectively, contribute to the rising reputation of these schools, and hence the attrition of other, less popular, schools.

This is plainly not going to be acceptable to the rest of the school system and will, in time, produce demands for the religious settlement of the Butler Act to be scrapped, or, at any rate, for the privileges of the Church schools to be sharply curtailed. Anybody who cares for pluralism and tolerance must be alarmed by these developments and wonder why Mrs Thatcher's Government seem determined to give such hostages to fortune for the sake of half-baked and ill-considered ideology.

Assisted places

Here it seems the Treasury may be successful in doing what the arguments of

against every educational body have to do. The scheme is likely to be half-echo to save money (and the loss from the independent schools is likely to be less than Mrs Thatcher had hoped). The wrong scheme at the wrong time represents an obvious misuse of funds when higher charges in the maintained system are already making schooling relatively less expensive. Assisted Places scheme is a monetary political folly not to sensible education policy-making. Like so much else in the Bill, it diverts attention from the questions of mass secondary education.

Nursery education

The crowning irony of this Bill is that it has to be amended to fish the 1944 Education Act's school provisions. Mr Carlisle can be blamed for this—ill Oxfordshire, mail, everybody had supposed the L.C.S. had discretion in regard to education. Now all doubt is to be removed. It is, nevertheless, a step backward, one which cannot be expected to slow the pre-school expansion.

A fraudulent prospectus

Mr Carlisle and his colleagues, that, as a result of these legal education authorities can save £220. Rate Support Grant has been cut. In fact, Ministers know and have to admit that the charges L.C.S. can levy will produce a net of much less than £220m. They say that money saved on this will be used to make good the losses on RSC, there, in the wings, waits Mr. RSC ready in clasher any L.C.S. which make all the cuts which are supposed to follow the Government's fraudulent age.

Parliament still has time to consider ill-considered rapping of a Bill. Government's majority is such that only effective opposition can come from those Conservative members with knowledge of education and local government who are seriously disturbed by the Bill. So far, they have proved conspicuously unsuccessful. Mr Carlisle and Mrs Thatcher, facts of local life, but they still have to try.

NEWS

Selective action spreads to further education colleges

More unions plan strikes over cuts

by Richard Garner

Signs of a more concerted campaign of industrial action against cuts in education spending emerged this week as other teacher unions joined the National Union of Teachers in planning strike action to defend education standards.

The NUT was in the forefront of the strike action against this week with a three-day strike called at five schools in Trafford and more than 30 in Lancashire and North-east Lancashire.

Next week, however, will see both the NUT and the National Association of Schoolmasters/Union of Women Teachers staging a half-day strike in Coventry as teachers lobby councillors at a special education committee meeting called to discuss plans to axe 330 teaching jobs in the city.

Mr Ron Cocking, the treasurer of the NAS/UNT and a member of the national action committee, said: "Teachers' organisations have limited resources. We shall select the areas to make stands where the issue is clear and we can mount effective action."

Even the traditionally moderate Assistant Masters and Mistresses Association is balloting its 370 members in Trafford on a strike action. If they agree to it, it will be the first time since the 1960s that union members have gone on strike.

As the strikes spread, the Secretary for Education, Mr Mark Carlisle, speaking in the House of Commons, urged teachers to consider the effects of their actions on pupils. He said: "I very much regret any action taken by the National Union of Teachers, or any other teaching body, which would harm the educational opportunities of children at school."

Even as he spoke strike action spread to further education, with NATEF, the college lecturers' union, walking out at South Trafford College of Further Education. Lecturers at the North East London Polytechnic also walked out on Wednesday afternoon to discuss threatened redundancies.

Clegg team try again with 36 new jobs

by Stephen Cohen

Details of the 36 new non-teaching jobs used in the Clegg Commission's report of its comparability study on teachers' pay have been obtained by the TES.

A clutch of occupations in commerce and industry have been chosen in an attempt to produce valid information which can be used to decide the size of pay rises the commission will recommend.

The first stage of the job comparison exercise failed to produce meaningful results. When statisticians analysed the legitimate table of jobs produced by judging panels, they found the average pay for teachers should be 70 per cent, others 5 per cent, while a few should have their pay cut.

New jobs have now been chosen to be judged against a representative sample of 20 primary and 20 secondary teachers. The new jobs are to be judged by the Clegg Commission to carry out the study.

There is little chance of a repeat of the wide variation.

Teachers are now to be judged against a range of jobs in a public company, a traffic manager, a Co-operative, the works of a rope-making firm and a power station.

Other jobs selected include that of a representative purchasing manager of a power station, a police sergeant, inspector and superintendent, personnel officers in three different work study specialist, a managing director of a refrigeration company, the principal manager of a tractor company, a hospital administrator, a college instructor at the Ministry of Defence and a community worker in Milton Keynes.

The judging panels of five teachers, five local authority members and three independent members selected their work of comparison from the work of teachers with that of the other jobs. A rank order of the most important job at the bottom of the list is the least important at the bottom.

The second stage of the college lecturers' job comparison study has now begun. One third of the non-teaching jobs are to be judged in the revised rank order. Panels have been selected to judge the jobs, and the results will be used to decide the size of pay rises the commission will recommend.

Lord Gower, a junior employment minister, was responding to a TES report last week that Leicestershire was planning to cut back its careers staff by about 40 per cent. He told a press conference held to launch the department's first report on the careers service that the news caused him great anxiety.



Professor Clegg: a new set of comparisons.

Some councils cut more than Whitehall asked

Continued from page 1

In some authorities such as Avon and Nottinghamshire there has been a cut in books and equipment. In those authorities there is no cut to trim nor even flesh. Some critics say the bones of the skeleton are now being progressively broken up.

In Northamptonshire the education department has been told it must bear a bigger burden of the cuts than the 7.5 per cent originally envisaged. It has had to find £1.7m more, bringing the total cuts to 8.2 per cent. These will involve further worsening of the pupil-teacher ratio as well as the closure of nursery schools and classes. That will save £865,000. Wigan will save £933,000 in teaching jobs. LEA will cut 1,000 teachers and Warwickshire 241.

Sheffield the ruling Labour group has stood firm on a platform of minimum cuts despite forthcoming elections in May. "I don't think we shall lose but if we do we shall have gone down fighting," Mr Peter Horton, chairman of the education committee said.

Northamptonshire: 8.2 per cent cut, £7.2m. Transport: £15 a term flat rate for first two children in family. Pupil-teacher ratio in secondaries reduced from 17.2 to 1:18 (£865,000 saving). Some nursery schools and classes to close at £100,000 saving. Clothing grants discontinued, saving £150,000. No more free milk for infants in primaries, saving £110,000.

Worcestershire: 7.4 per cent cut, £533m. Transport: £9 a term flat rate. Pupil-teacher ratio in secondaries reduced from 17.2 to 1:18 (£865,000 saving). Some nursery schools and classes to close at £100,000 saving. Clothing grants discontinued, saving £150,000. No more free milk for infants in primaries, saving £110,000.

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Asian parents attempt to beat fee rises

by Bert Lodge

Parents in Asian countries are considering sending their children to British three years before they begin a university course in the hope that they may then qualify for a local authority grant, a committee of MPs was told this week.

Mr William Oodd, chief education adviser to the Overseas Development Administration, was answering questions from a subcommittee of the Foreign Affairs Select Committee on the implications for aid and development of putting up fees for overseas students.

He said he had just returned from South-East Asia where he learnt that some parents were planning to send their children to higher education in Australia and New Zealand.

Others said that as long as they continued to hold British identity, they would choose Britain—wherever the price.

"Some parents told me they were thinking of sending their children to Britain three years earlier to qualify for a local authority grant so they would get through by the other route", he added.

There will not find it so straightforward. All local authority mandatory awards cover the cost of tuition fees—up to at least £2,000 a year now for overseas students from October, 1980—and are available to anyone ordinarily resident in the United Kingdom for at least three years before a university course is taken. But the DES has advised local authorities to look critically at the term "ordinary residence".

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Comment

Mr Heseltine's financial double-think

In one of those rare occasions when the broadcasting of the House of Commons is illuminating, listeners to today's Parliament on Tuesday night were able to hear Mr Michael Heseltine's attempt to justify his new local government Bill as a device to increase local autonomy. The web of detailed control imposed on the statutory framework, giving duties, powers and discretions to local government was little understood, he said. But it gave central government the most comprehensive and detailed control over any body of government in the country. It was the prerogative of local government, he said, to be able to do what it wanted, and the key to it was the new block grant.

By this time any listener who had a glimmer of knowledge about the education system—far and away the biggest of all the services run by this local government system—must have begun to doubt his ears. If the central government's controls seem so complete and detailed to Mr Heseltine, how can they have appeared to be so feeble and inadequate to every Secretary of State for Education since Mr Edward Short? Does Mr Heseltine, the Minister with general responsibility for local



Michael Heseltine

government as such, and for local government, finance in particular, really know how the education service works? To him it is a local government service. To Mr Carlisle it is a service operated on the basis of a peculiar partnership—a partnership now under the severest strain—by central and local government, and the professions most directly concerned. If Mr Heseltine is so way off the mark in his preliminary analysis, confidence in his prescription is difficult to muster.

His block grant system will rely heavily on cost accountability to establish spending norms in respect of different aspects of local government services and then distribute grants in such a way as to penalize those who exceed the regulating level of expenditure by more than a stated amount. In practice, of course, as the local authority associations have rightly and promptly recognized, the control which a central government could exercise through these norms is far stronger—and more depressingly restrictive—than anything which now applies. It does nothing to promote sensible national policy-making. It

assumes that the only national interest in the services administered by local government is to keep the cost down.

The opposition of the local authority association may yet cause Mr Heseltine to modify his plans. He is clearly anxious to give them as much help and resources as he can. But the DOE computer model to carry out detailed exercises of their own alternative suggestions. But the educational world should not assume that the local authority associations are any more concerned to work out a financial system favourable to the education service and achieve a sensible mix of national and local policy-making than Mr Heseltine. They, too, place the collective interests of local government above those of the services local government exists to supply.

A better-trained career service

The Department of Employment is considering withdrawing grants from local authorities in order to make sure that post-experience training for careers officers goes ahead. As this week's DE report on the careers service shows, the Department is worried about the drop in the number of careers staff released on secondment for one or two-year diploma courses in careers guidance. Over the past five years there has been a dramatic decline in the number of such secondments. Local education authorities, it seems, are taking on course graduates who have done the diploma on secondment to the first degree. Against the trend, the number of discretionary awards to such would-be recruits doubled between 1974-75 and 1978-79.

The impact of Sir Geoffrey Howe's cuts came after 1978-79, and it may well be that these discretionary awards are drying up. But professional training remains a matter of dispute between the authorities and the Department of Employment. In this argument, the Institute of Careers Officers came

down firmly on the side of the DE. The value of the year's postgraduate course in every qualification, but before that, the sample of 20 experienced staff, particularly as it is able to bring into careers guidance people who have worked in industry.

The DE-proposed solution is to pay for secondment and training directly to local government. Training would be deducted an equivalent sum from the support grant, thereby putting a burden on the authorities.

If Mr James Prior can get away with it, it may be asked, why should we do it? It is a similar tactic to channel local government into a career service. It is a device to put a burden on the authorities.

Although the Government and local authorities are still at loggerheads over the issue as to whether they are closer to agreement on the question of a mandatory requirement. The DE and the local authorities are consulting on the question of a mandatory requirement. The DE and the local authorities are consulting on the question of a mandatory requirement.

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No comment

"Library Book Sale open to teachers and their representatives. The books for sale are children's and adults' books in the categories—books not physically in library shelves, out-of-date reference books, etc." Notice on school staffroom noticeboard from Portsmouth Central Library.

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NEWS

Labour party local government conference, Leicester

Labour fans flames of local cuts revolt

Labour councillors involved in education should use court action, appeals to the Ombudsman and well-organized local campaigns to fight the Tories. This exhortation from Mr Christopher Price, MP, chairman of the select committee on education, at Labour's local government conference reflected an attitude expressed widely by shadow ministers in Leicester. Labour councillors should delay and frustrate Tory policies by whatever legal means possible, they said.

A major threat which Labour councillors already faced in education was the dismantling of comprehensive schools and the re-introduction of selection in some areas, he said. In Bexley for example, the 11-plus exam was being reintroduced in spite of a well established comprehensive secondary system.

Mr Price said that such changes required Section 13 notices from the Secretary of State for Education. At this stage Labour activists should still local objections so that officials could not honestly submit a recommendation in favour of the change. If the notice did go ahead there could still be an appeal to the Ombudsman.

A second threat which comprehensive schools were about to face was from the assisted places scheme outlined in the Government's new Education Bill. Mr Price suspected that the scheme—much reduced in size—would be introduced in areas where it would have the most impact such as inner London, or Sheffield, where comprehensives had been established for a long time. "The Government will try and re-impose the 11-plus atmosphere," he said.

The local authorities had no legal

right in object to the scheme but ministers had said they would take local comments. Labour councillors should, therefore, prepare their arguments in good time.

Mr Price reminded his audience that head teachers, officers and council members were under no legal obligation to cooperate with the administration of the scheme or to devise the qualifying exam papers. "It's Mark Carlsie's scheme—tell him he can run it himself," he said.

Preparation for the scheme's exams could "poison and pollute" teaching in the primary schools he said. Later Sir Ashley Bruniell, Labour leader of the Inner London Education Authority said it was important to ask applicants for primary headships whether or not they approved of the scheme and would "cream" pupils for the exams. The Education Bill states that a

proportion of assisted places should go to children from state primary schools. Mr Price suspected that some parents would pay for private schooling then switch their children to state schools for the final two years of the national service.

"If that happens members have every right to be righteous and expose it as a fiddle," he said. The combination of falling rolls and the assisted places scheme posed a great threat to comprehensive schools and could produce "de facto" secondary modern schools. Sixth forms might disappear if authorities creamed off bright pupils in their last two years of school.

Falling numbers could be worsened by the rights of appeal given in parents in the Bill. Mr Price said it was essential for Labour authorities to have an education policy, planning the entry of every school, to present to appeal panels.

Reports by Sarah Bayliss

Make school meals pay, Fisher says

The school meals service should become a commercial catering service instead of being run down by the Government, Mr Alan Fisher, Minister of Public Employees, said.

Addressing the closing session of a conference he said school kitchens were a great national asset which lay idle many weeks of the year; they were valued by parents and could produce "de facto" secondary modern schools. Sixth forms might disappear if authorities creamed off bright pupils in their last two years of school.

Falling numbers could be worsened by the rights of appeal given in parents in the Bill. Mr Price said it was essential for Labour authorities to have an education policy, planning the entry of every school, to present to appeal panels.

The party should not be afraid to use vocabulary which might seem reactionary to experts but which made sense to ordinary people. "Unless we can communicate with parents in terms of achievement we will sell ourselves short—we will be talking only to ourselves in the education circle," he said.

Mr Kinnock was responding in part to complaints from his opponents that the public associated falling standards with the Labour Party.

The time was right alongside the fight against cuts to develop a new socialist policy on education and to ensure that the next Labour government would make education a priority, he said.

The main aim would be to create a fully comprehensive system; the next government was committed to abolishing the antiquated assisted places scheme which the Tory Government was introducing and was still committed to mandatory grants for 16 to 19-year-olds still staying at school.

However, the party could make few promises to restore services which the Government was cutting. By 1983 public spending would have fallen by £11,000m to real terms—education spending would be £2,000m less.

Out with boilers and steamers, in with grills...

by Diane Spencer

Hamburgers, hot dogs, pizzas and several vegetables daily as well as snacks of filled rolls, crisps and soft drinks. Dishes include "Sturgeon supreme", a local invention made from sausages, cheese and herbs, ravioli, omelettes, pizzas, fish fingers and steak and kidney pie, most priced between 15p and 25p.

Mr Smith's menus and methods are similar to those in Sheffield where the cafeteria system has been operating for 10 years and is now in half the secondary schools. However, the school meals organizer, Mrs. Jean Potts, still regards school meals as part of the education system, not just a business.

She said there is a lot of psychology involved in offering the pupils a wide variety of dishes yet steering them towards the most nutritional ones. At a basic level this means changing more for chips and baked beans than for curries and jacket potatoes.

Mrs Potts is also keen to educate her clients' palates. Lasagne and mince-sausage—though without mushrooms—with profiteroles for after-school snacks.

In Avon, Mr Andrew Smith, the catering officer, said: "We are not in the education business, but we are in the catering business. We must give the customers the kind of food—well cooked—at a price they are willing to pay." The old style school meal has not got an educational welfare service. The new one is an industrial catering operation, he said.

He has been running cash cafes for two-and-a-half years in the county and by May hopes to have all the secondary schools converted to the system. The number of children eating school meals has increased overall by 41 per cent since he started.

"I had a salutary experience when I first took the job. I saw hundreds of children from non-secondary schools buying their way into the chip shop by the back door. They have to pay the take-away."

What if they want to give it to their mother and father and sister? Mr Smith explained. "To tell with the idea that you have to eat cabbage because it's good for you."

His kitchens provide seven or

eight main courses, six sweets and several vegetables daily as well as snacks of filled rolls, crisps and soft drinks. Dishes include "Sturgeon supreme", a local invention made from sausages, cheese and herbs, ravioli, omelettes, pizzas, fish fingers and steak and kidney pie, most priced between 15p and 25p.

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Kellogg may back school breakfasts

A unique school breakfast scheme is being pioneered at an inner city secondary school in Birmingham where research has shown that children have nothing to eat before leaving home in the morning.

Research carried out by staff and pupils at Natchley comprehensive school in Alum Rock, Birmingham, —a deprived area of the city—showed that 56.5 per cent of the school's 620 pupils came to the classroom on an empty stomach.

So the school's headmaster, Mr Roger Parks, introduced an experimental breakfast scheme last term which gave the children the option of having a meal, eggs on toast or bacon and eggs for 25p before lessons started. The children were given lunch later as well.

Initially, the scheme was a great success and self-financing, but the numbers of pupils declined after the novelty had worn off—and now the school is offering only toast and marmalade with tea or coffee for 17p.

However, now the Kellogg Company of Great Britain is holding discussions with the school to see if they can revive the scheme by offering cereals and coffee for the children at a reduced cost.

Mr Parks said: "After a time, the numbers did begin to drop but we have not dismissed it. We are still looking over."

"Even in the limited experiment, it was noticeable that certain of our children coming into breakfast were more attentive and did learn more in the classroom."

Fears that parents will balk at 60p dinners

by Richard Garner

School meals are likely to cost 60p a day soon in several areas in spite of warnings that the spiralling costs of education services may mean that thousands of children will miss their main nutritional meal of the day and some parents may even refuse to send their children to school.

These fears were being expressed this week as the price of a school dinner went up from 30p to 35p which, for many schoolchildren, could be the first of three rises this year.

Several authorities are already considering introducing the 60p dinner—if the Education Bill goes through Parliament.

Warwickshire and Solihull are proposing to introduce such a change in the autumn and other authorities, Cheshire, Lincolnshire, Kent, Essex and Devon—are talking about a 50p meal.

In Devon, the prospect of a 60p dinner for primary and special schools was at one stage considered but education officials believe they will make enough savings from introducing a cafeteria system in secondary schools to avoid this possibility in January. In Lincolnshire, another review of charges will be made in September after the increase to 50p this April.

The soaring cost of school meals led to protests this week from two quarters—parents and school meal workers presented their own

162,241-strong petition against the rising cost of educating services in 10 Downing Street on Monday and decisions arrived of the effect on the increases on children's health.

Members of the National Union of Agricultural and Allied Workers—which organized Monday's protest petition with the National Union of Public Employees—say they believe many of their members will refuse to send their children to school because it will become too costly.

The British Dietetic Association said this week that it viewed the changes in the Education Bill over school meals with concern.

In a memorandum, it stated: "The school career is an ideal time to foster the development of a positive attitude to health."

"It would be a retrograde step for financial considerations to govern meal provision with reference to recognized nutritional needs. . . . For some of the five million children who have a school meal it may be the only meal planned on nutritional standards."

During a Parliamentary debate on the issue, Mrs Ann Taylor (Luton West, Labour), said there was much evidence that authorities would charge 45p in April and 50p in September.

It is estimated this week's increase in the cost from 30p to 35p would bring in an extra £30m a year.

Legal help pledged to stop Bill

Mr Roy Hattersley, Shadow Environment Secretary, told council leaders that Labour would provide them with legal advice so that they could take Mr Heseltine to court over the Local Government Bill.

In a speech to the conference, he criticized the Bill as an attack on the independence of local government—particularly its power to punish authorities retrospectively if they overspend money. "It's quite extraordinary that Lord Deming has not found an opportunity to comment," he said.

Mr Hattersley drew attention to a speech made by Mr Michael Heseltine, the Environment Secretary, when he said he would judge local authorities' spending by their rate of increase, their spending plans and by the speeches which their leaders made. "The third factor to judge authorities by their words is not actions—words 'shilly shally' in law," Mr Hattersley said.

Labour intends to take a leaf out of the Tories' book and use the law in the same way as Conservative councils did against Mrs Shirley Williams when she was Education Secretary and was requiring all authorities to go comprehensive.

Mr James Callaghan, the Labour party leader, also chose to criticize Mr Heseltine's idea. "Never was there a more insolent jackboot proposal, from a jumped up Jack-in-Office," he said.



Neil Kinnock addresses the conference.

Kinnock calls for crusade on standards

Labour should establish itself as the party that cares about standards in education, Mr Neil Kinnock, Shadow Education Secretary, told the education session.

The party should not be afraid to use vocabulary which might seem reactionary to experts but which made sense to ordinary people. "Unless we can communicate with parents in terms of achievement we will sell ourselves short—we will be talking only to ourselves in the education circle," he said.

Mr Kinnock was responding in part to complaints from his opponents that the public associated falling standards with the Labour Party.

The time was right alongside the fight against cuts to develop a new socialist policy on education and to ensure that the next Labour government would make education a priority, he said.

The main aim would be to create a fully comprehensive system; the next government was committed to abolishing the antiquated assisted places scheme which the Tory Government was introducing and was still committed to mandatory grants for 16 to 19-year-olds still staying at school.

However, the party could make few promises to restore services which the Government was cutting. By 1983 public spending would have fallen by £11,000m to real terms—education spending would be £2,000m less.

Teacher-pupil ratio 'chaos'

Mr Tim Mynip, president of the National Union of Teachers, said that a true picture of the state of the school system was being painted by a report on falling standards in education.

It was a "monumental" report which would help to decide the future of the school system. If 18 fewer pupils transferred to secondary school that was no reason to withdraw our teacher.

Spending plans in the past few years had included an allowance to protect the curriculum, but the report said that was not enough. "We need a new commitment to the curriculum," he said.

By 1983 public spending would have fallen by £11,000m to real terms—education spending would be £2,000m less.

Shipping standards threatened by student fee rise

Life on the ocean wave could be more risky if foreign students ship training in navigation in Britain because of the new "full cost" fees.

The Association of Navigational Schools, representing 17 nautical departments of polytechnics, colleges of technology, higher and further education, is worried that international students will apply for courses in navigation and other maritime subjects if fees are raised.

The association claims that in the past 30 years a higher proportion of overseas students—particularly from the Commonwealth—have been attracted to maritime subjects.

Department of Transport officials, who are responsible for the training of officers, have an international reputation. It takes 10 years of training to produce a fully qualified and experienced ship's officer.

Every time there is an accident at sea the Government is urged to take action, says the association. The Council for Local Education Authorities heard these arguments last month and has recommended that the association seek support from the Department of Trade, if it is regarded as a special case.

Open University plans severe cuts in overseas learning aids

by Hilary Wilce

The Open University's international consultancy work—helping other countries in developing distance learning systems and materials—is to be cut back to almost nothing.

The OU's Centre for International Consultancy and Services (OUCICS) is being wound up. Its main fund—a three-year grant from the Overseas Development Administration, runs out at the end of March, and the OU has decided it cannot afford to finance it itself.

The university says it will "relinquish a capability" for responding to the many requests for help and information that arrive in Milton Keynes from all over the world, but it is thought this is unlikely to mean anything more than a low-key response to individual queries.

News of the decision not to keep OUCICS going provoked angry comments at a recent international OU meeting where overseas education, raising some embarrassment within the Open University. A working group appointed by the University Council is looking at ways international cooperation might be continued. The group will report to the Council shortly.

To some extent OUCICS fell

victim to conflicting ideas about its function. The ODA grant was seen as "pump-priming" money, allowing the centre time to find its own financial feet. But the poorer countries which it was asked to help as part of British overseas aid could not afford high consultancy fees, while those countries for whom money was no object were not necessarily considered the most suitable recipients of the university's services.

The OU became formally involved with international consultancy in 1974. It acted primarily as a broker, matching requests for help with the expertise within the university. The service handled more than 70 projects, but its financing was piecemeal and its staffing minimal.

In 1977 OUCICS was set up as a combined research centre, data bank and consultancy service. It had a staff of about 15, most seconded from other parts of the university, and in its brief it helped develop distance learning systems in Venezuela, Costa Rica, Thailand and Sri Lanka. It also ran numerous training courses and conducted feasibility studies in all parts of the world.

Some extent OUCICS fell

Dear Michelangelo, I am happy to hear that you received your order safely, that you have already used the paint and found it ideal for the job in hand.

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Chairman of the Association of Metropolitan Authorities Education Committee.

For further information please contact:

Barbara Crow, British Educational Equipment Association, Sunley House, 10 Gunthorpe Street, London E1 7RW; telephone: 01-247 9326.

Society of Immigrant Teachers seeks proof of discrimination

The Society of Immigrant Teachers has appealed for evidence of discrimination in recruitment or promotion which could support its formal demand that the Commission for Racial Equality should hold an investigation.

The society carried out a survey in several local authorities, mainly London boroughs, and found that most immigrant teachers had not got beyond Scale 1 posts. But they failed to make comparisons between their members and teachers from other social and ethnic groups with similar qualifications and experience, and the Commission asked them to provide more evidence.

Mr Raj Ray, organizing secretary of SIT, said that Asian teachers were the first to be sacked when cuts were implemented and that newly qualified teachers had to

apply for dozens of jobs: one person often had difficulty passing the probationary year, he said.

The commission is considering the society's complaint but for the time being it has no specific plan. If it has enough evidence of discrimination, the CRE could investigate the allegations formally, or ask an L.E.A. to investigate.

It would then look at applications for teaching jobs over the past few years, opportunities for promotion, the number of ethnic minority teachers and at what grades, and the rate of promotion compared with whites.

Another possibility is that the CRE could initiate a research project to discover the extent of the problem—but present funds would not permit this.

Battle lost over dyslexic son's education

A father has failed in the High Court to compel a local education authority to pay for the cost of educating his dyslexic son for the past five years at independent boarding schools.

Mr Justice Caulfield, sitting to

the Queen's Bench Division, said he was firmly of view that Cornwall County Council had not acted unreasonably in deciding that Nicholas Reynolds, now nearly 16, could receive a suitable education in the state system.

Mr Justice Caulfield, sitting to

NEWS

Teachers' and employers' leaders may soon be considering a radical plan which could formalize a teacher's rights to free time and clarify his commitment to non-classroom duties.

A working party that has been looking into the highly sensitive question of a teacher's right and duties is now within sight of recommending a compromise. This is likely to be based on the notion that teachers should work a specified number of days a year and hours a day. But within that framework they would have an agreed time for non-teaching activities, such as in-service training, and lesson preparation, as well as a separate agreed commitment to other professional responsibilities, such as parents' meetings and supervising children outside the classroom.

But any such compromise is still in the distance. The working party has still not agreed the details of the plan, and it would then have to be negotiated by the Council of Local Education Authorities School Teachers' Committee, which is responsible for conditions of service. The National Association of Schoolmasters' Union of Women Teachers boycotted the working party from the outset, because it believed it was simply an attempt by employers to get tough on professional duties, and it has threatened to sabotage any agreement.

There is also a clause that agreement might be pushed aside by a possible recommendation by the Clegg Commission that pay increases should depend on a greater commitment by teachers to their professional duties. The commission was strongly urged to do so last November by the employers, who argued that these duties could no longer be left to a teacher's sense of professional responsibility.

The employers have been trying to pin teachers down for years, but some solution has only become apparent recently, they claim, because a minority of teachers have increasingly opted out of these duties and teachers unions have come to see them as an effective industrial weapon.

But the "cheapest" problem, which has been exacerbated by the new Education Bill, is the middle supervision of children. The employers recognize that there is no question of reviving the days when teachers were compelled to oversee school meals. But they are worried about what happens to the children outside the dining hall.

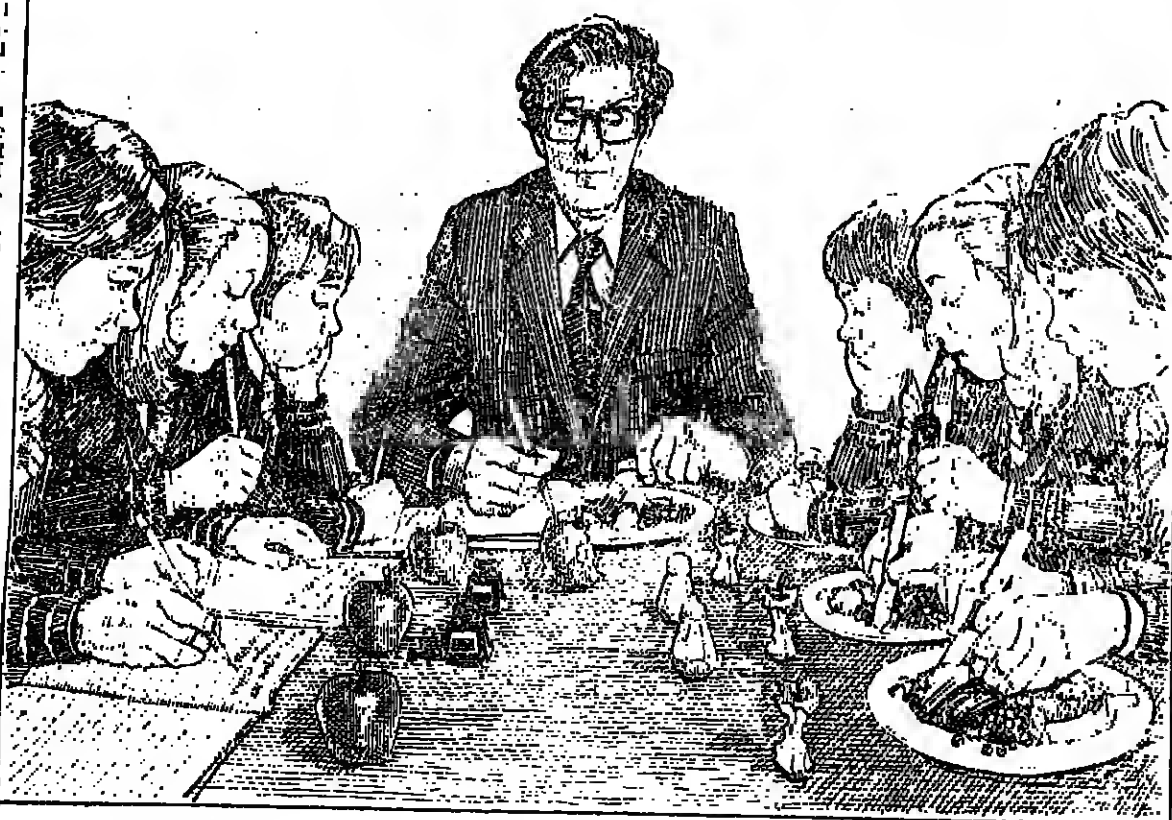
They argue that professional duties vary. Some, such as educational visits, should clearly be voluntary in the true sense. But duties involving supervision of children, at the beginning and end of the day, during break and lunch periods, should not depend on the whim of an individual teacher, however conscientious. The employers also believe that parents and staff meetings are part and parcel of a teacher's job and should be made contractual.

Within the working party, the officers from both sides have been rather more conciliatory. Teachers as well as employers have something to gain from a deal.

The teachers' union, however, guaranteed "teaching support time" (basically, free periods) for all teachers, as the amount of free time a teacher gets now varies between primary and secondary schools, between authorities, and even within authorities, and is uncertain. Also, more teachers want an agreement on the job description of teachers, so that as school rolls fall, a teacher is not redeployed to an unsuitable job.

The employers in return argue that it is impossible to write such a description into a contract without specifying everything the job involves, including the professional duties. They accept the NUT objection that this is legally tricky, but a contract cannot state that a teacher must attend parents' meetings, for example, if it does not say how many meetings a year and for how many hours.

One idea the working party is examining in various forms is that of a "teacher's year", the nearest parallel of which is the further education lecturer's conditions of service. According to their scale, teachers might be required to do a set number of teaching periods, as well as certain non-classroom



For love or money?

The bitter and complicated dispute over teachers' non-classroom duties seems likely to be resolved soon. Local authorities, determined to get a clear commitment on what is voluntary and what is not, feel they are close to settlement. Philip Venning looks at the reasons for discord.

duties which could be offset against the teaching requirement. For example, if it was agreed that supervising pupils during the mid-day lunch break outside the dining hall was a "period when supervision is necessary", a teacher's duty would have this offset against teaching periods.

Until now the dispute has centred round the idea of the teacher as a "professional".

Teachers generally invoke the word when defending their heavy load in the classroom. Employers take it to mean that because teachers have certain undeniable privileges, they should at times take hours' unpaid duty. The teachers reply that by trying to ensure that heads can depend on voluntary duties being undertaken, employers are in fact eroding their professional sense of responsibility.

Employers counter by arguing that lighter agreements on voluntary duties are now necessary precisely because teachers are not meeting professional commitments. Voluntary duties are individually, but not collectively voluntary, they say.

Like other groups of middle-class workers teachers have been caught up in a general re-examination of their status, of professionalism and a corresponding growth of white-collar trade unionism. Though teaching has long been unionized, there is a tendency, particularly among older people, to talk nostalgically of a former, largely mythical, golden age when teachers worked for love rather than money. In reality, before the growth of extra-curricular activities, many elementary school teachers took an ungenerous view of the boundaries of their job.

Nor is the idea that teachers have a much easier life than the average nine to five office worker supported by research. A study of 200 Survey teachers, published by

the National Foundation for Educational Research in 1978, revealed that a secondary teacher works an average of 42½ hours a week in term time, or 40 hours if holidays are taken into account. On top of this teachers worked an average of four hours every weekend and one hour 40 minutes each day of the holidays. Out of an average workday of eight hours 27 minutes, two hours 10 minutes was officially school hours. Though it would be truly remarkable if all teachers worked as hard as this, most teachers undoubtedly do undertake voluntary duties regularly.

Teachers are only professionals by fairly recent tradition. But by law they have been in loco parentis since 1893, which means that they are supposed to act in the way of reasonable, careful, and solicitous parents would act, towards their pupils.

Obviously many out-of-school activities such as staff meetings are not affected by this condition. But most teachers were children have to be supervised certainly not. Particularly in the case of younger children, it is clear that a reasonable parent would make sure there was someone to look after them. Only one part of a teacher's day and duties is covered by a national agreement—the 1968 Rosewell agreement on school meals supervision. But if anyone thought that this agreement would finally resolve the longest running of all teachers' complaints about their conditions of service, they would be wrong.

The National Association of Head Teachers is particularly worried that the passing of the Education Bill, which may reduce the number of children eating school meals, could exacerbate what they see as an acute problem of supervision outside the dining hall.

As teachers increasingly opt out of midday duties, the burden falls heavily on the head, who is ultim-

tely responsible for children in his care. The NAHT believes that inadequate supervision at lunchtime encourages misbehaviour which can easily disrupt the whole afternoon's teaching. They argue that children should have "a proper social environment" at lunchtime, and that it is high time the 1968 Agreement was looked at again.

Until 1968 it had been compulsory for teachers to help supervise school meals under regulations dating from 1945. But then the organization of meals and the lunch hour, and the attitudes of teachers had been changing over that period.

Most noticeable was the steady increase in the number of pupils staying for lunch, partly because of the growth of extra-curricular activities during the midday break. Other factors included higher number of mothers going out to work; closure of small village schools; and growing support from parents for school meals.

New teaching methods and curriculum changes had put extra responsibility on teachers who were reluctant to be tied down by mere child minding. The first time was fired at the National Union of Teachers' conference in March 1967, calling for a phased withdrawal from school meal supervision unless the Government set up a fully staffed ancillary school meals service.

But the matter came to a head in a slightly different guise. As the result of an unsatisfactory pay school meal supervision as the main element in a campaign of sanctions. The campaign was fierce and effective, culminating two months later in the setting up of a joint working party to examine the whole issue of meal supervision (even though pay had been the original grievance).

By March 1968 the local authorities had conceded that supervision should once again become a duty. Incidentally, raising a principle first set out in the School Meals Act of 1966.

It is the 1968 School Meals Agreement that exists in the form of a circular which states that the head of the school must ensure that there is a professional responsibility on the teaching staff as a whole to support the head teacher in his supervisory responsibilities. It is soundly designed to prevent a head being left to prevent a break, singlehanded, the agreement gave teachers almost complete freedom to use their lunch hour as they chose.

In fact it positively encouraged them: "It is also important to the teacher, whether head or assistant, that he should be able to enjoy his lunch and satisfactory break, which he can do and rest and, if he wishes, leave the school premises."

The only inducement offered teachers in volunteer for duty was the right to a free meal.

To help compensate for expected drop in the number of teachers undertaking supervision, once it became voluntary, the circular asked for the first time a recommendation of a minimum standard taking on ancillary workers. Some schools, ancillary workers were recommended. In others they were rare or non-existent. The circular recommended that for schools where rosters were used, there should be one ancillary worker for every 200 pupils. In junior schools, the figure should be one for every 200 pupils.

In spite of the agreement a serious training problem. Teachers had, for example, quickly realized that there was no need to attend a meeting referred solely to meal supervision. The NUT also pointed out that the circular had been issued by the "professional responsibility" clause.

In 1971 a survey of over 1,000 schools showed that only a third of the secondary schools had difficulty getting meals staff. Even so, the survey found that in 1971 over 200,000 teachers were eating school lunches and were therefore supposed to be on duty, compared with only 150,000 in 1968.

Though the number of eating school meals had shrunk, the Government nevertheless wanted to ensure that schools were able to serve lunch. It was a way of saving 130,000 meals a day, which would have been the shortage of teachers supervising. In the end, the Government decided to leave the matter to the schools, but with the proviso that if the shortage of teachers supervising was such that the school was unable to serve lunch, the Government would be obliged to provide a fully staffed ancillary school meals service.

The resulting circular 324 was quite specific: "no many teachers were abusing the spirit of the agreement. It did not mean that teachers simply had to be on duty after the children during the rest of the midday break.

In the North East 245 head teachers reported that they had difficulties with the remainder of the break. A similar result was found in 35 schools in Derby and South Derbyshire: 41 per cent of teachers reported difficulties in the dining hall, but only 28 per cent were unable to do so during the remainder of the break.

The fact that the meal itself is becoming a worry is partly school meal helpers. Authorities were originally slow to recruit extra ancillaries in line with the 1968 agreement. But most areas the numbers do seem to be close to the recommended levels.

In Croydon, for example, they have by calculating it on the basis of one helper for every 200 pupils in the school, rather than for every 200 pupils in the area. This has been in response to growing demands for more supervision during the lunch hour, particularly in large schools.

NEWS

Primary loses High Court closure fight

by Diane Spencer

St Matthias primary school in East London failed in the High Court last week to prevent its closure by the Inner London Education Authority, and was ordered to pay costs.

Mr Justice Woulf sitting with Lord Widgery, the Lord Chief Justice, ruled that ILEA had acted unreasonably in issuing Section 13 notices to close the school this summer.

In an unusual move the school managers got leave to appeal to the High Court last December. They sought a judicial review on the grounds that the authority had failed to take account of government circulars 5772 and 7778 which set out guidelines for local authorities faced with closing down schools.

Counsel for the managers argued that ILEA had failed to consult the managers—only nine individual meetings had been held between the chairman of the managers, Mrs Jane Bradley, and the committee. ILEA said that the managers had been extraordinarily difficult to contact.

The managers claimed that, according to circular 778, at least year's notice should be given before a school is closed, if they had only been given six months by ILEA.

The authority said they wished to give the full period, but given difficulties in contacting the managers, this had not been possible. For managerial consultations, the managers asked the authority to give them the comparison of unit teaching cost per child at St Matthias with that of a child in the schools in the immediate area.

For love or money? From previous page Though arguing the midday break was not in out-of-school hours, the sanctions did extend to lunch time and midday supervision in many areas.

In practice it turned out to be the most effective of all the measures. And when things returned to normal, midday supervision was the chief complaint. "The many staff had suffered freedom, and the numbers volunteering for a midday commitment dropped once again."

Last year the NAHT carried out local surveys which seemed to confirm that they were not just crying wolf. In Kewbury, for example, out of 50 schools which replied, 20 had no teachers supervising at midday because the teachers' sanctions had been lifted. The sanctions were lifted, teachers in further eight schools withdrew completely.

The survey also showed that the problem was not primarily one of keeping an eye on the children while they were eating. It was looking after them during the rest of the midday break.

In the North East 245 head teachers reported that they had difficulties with the remainder of the break. A similar result was found in 35 schools in Derby and South Derbyshire: 41 per cent of teachers reported difficulties in the dining hall, but only 28 per cent were unable to do so during the remainder of the break.

Some heavily offer posts at higher scales in return for a commitment to do midday supervision. The NUT claims: "The NUT has also had cases where candidates for a teaching job were specifically asked if they were willing to do midday duty. Both practices are condemned by the union."

Maths review team appeals to teachers to come forward with information

Empty cabinets that make Cockcroft uncomfortable

by Bob Doe

The Cockcroft Committee set up by the Government to look into the teaching of mathematics is not getting enough information from ordinary classroom teachers. Though it has received enough written evidence to fill six filing cabinets, not enough of it has come from the chalkboard.

The chairman of the committee, Professor W. H. Cockcroft, told a meeting of maths teachers last week in London that the committee would be very keen to hear more from them. He hoped more individual teachers and schools would let the committee know what their real difficulties were.

The committee started in 1978 looking into primary and secondary maths, the supply and training of adult life, including those in industry.

Professor Cockcroft, who is vice-chancellor of the New University of Ulster, at Coleraine, admitted after hearing what the teachers at the Bexley meeting had to say, that much of it was new to the committee. But it was invaluable in helping them judge what the practice of maths was like in the schools. The most urgent need, as far as these teachers were concerned, was for more of them to be trained to teach the subject. The pressure on teachers' time, it was made clear, put a high priority on other subjects.

For managerial consultations, the managers asked the authority to give them the comparison of unit teaching cost per child at St Matthias with that of a child in the schools in the immediate area.

Teachers in primary schools with



Professor Cockcroft, flanked by two members of his committee, at last week's meeting in Bexley.

special responsibility for the subject, to help their colleagues, visit their classes or help them in their own if they were to be effective, it was said. Some primary teachers complained that at college they had received only half a term's training in maths teaching.

A majority of the teachers seemed in the meeting to be in favour of some sort of common core for maths. Schools should know what areas of maths they taught in the next school, it was said. Some teachers clearly expected the same

mittee to prescribe such a core. From what some teachers said, there seemed to be little cooperation between schools at the moment. Secondary schools complained that on opportunity to discuss with them and that no notice was taken of the careful records sent up to the senior school.

Secondaries complained primary assessments were not reliable and that they often had to start virtually from scratch again because different approaches were used. One thing the committee are

"horrified" about, according to one member, Mrs Mary Hughes, headmistress of a Birmingham primary school, is the lack of co-operation and communication within schools between maths teachers.

She told a group of junior teachers at the Bexley meeting: "Teachers do not consult colleagues teaching similar age groups. This has concerned us very much. We feel a continuity between classes and schools is vitally important." Mrs Hughes said the committee was considering recommending in-service training should be in teachers' contracts.

One head commented wryly that it might lead to some definition of the working day and there might be something to be said for working to contract rather than conscience.

Mrs Hughes criticized the exclusive use of SMP maths. It ruled out any mental or oral arithmetic, she said. Reacting to another head teacher's view that it turned teachers into robots, she recounted a visit to one school where pupils needed help with their SMP work had to put a special card in a box to make an appointment with the teacher.

But with Mr John Hersee, Director of SMP and chairman of the Schools Council Maths Committee, on the Cockcroft committee, it is unlikely to be recommending the much used SMP out of hand.

Evidence for the Cockcroft Committee should be sent to Mr F. Mann, Committee of Enquiry in School Maths, DES, Elizabeth House, London, SE1.

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Church colleges face £2½m bill

The problem arises from the policy of diversification which colleges spared in the 1977 cuts in teacher training were urged to adopt if they wanted to remain viable. Many run courses totally unrelated to teacher training. In addition almost 50 per cent of intending tea-

A new definition of "the purposes of a church training college" must

Cullerbury, Chris; Church; Chel-
ham, St Paul and St Mary; Cam-
Lancaster, S Marillo; Libe-
Bishop Grosseteste; Plymouth,
Mark & S John; Ripon and
S John; Winchester, King Al-
Liverpool, S Katherine; Low
Whitefords; Chichester, Ed-
Ottens, Stanley; Lonsdale, Ed-
Lancaster, S Marillo; Libe-

The crime rate for girls aged between 14 and 17 has risen more steeply than for boys. There are five times as many runaways now as the last 20 years for girls compared with a three-fold increase for boys.

evidence that the 1969 C&A and Young Persons Act affected the numbers of juvenile offenders. The relationship between adult and juvenile rates has remained fairly constant over the last 10 years, juveniles forming about 30 per cent of all offenders in England and Wales.

Some Facts About Juvenile Briefing Paper number 3
Announces to Juvenile Crime

They are Mr P. A. Lindsay, pres-

professor of physical electronics at King's College, London and Mr. P. F. V. Waters, administrator of the department of community health at the London School of Hygiene and Tropical Medicine.

Their motion calls on the corporation to petition the university senate to rescind Professor Blunt's title which was conferred on his retirement in 1974 as director of the Courtauld Institute and professor of art in the university.

Though pass rates say more about the willingness of schools to enter weak candidates than about the schools' actual performance, the report does show a discrepancy between the A-level pass rate in ILEA and the national average in many subjects. In English and maths the difference was slight. Out of 1,661 candidates who took English, 59.4 per cent passed, compared with 65 per cent nationally. In pure maths, out of 1,225 candidates, 62.1 per cent

A to C grades—design and technology, woodwork, sociology and domestic science subjects. Compared to the national figures, most subjects had a slightly lower percentage of grades A-C. In some subjects, such as mathematics, the proportion was very similar and in others, such as history and modern languages, the ILEA had a slightly higher proportion of high-grades.

Overall, the ILEA had a larger than average proportion of candidates

more than three quarters got at least a grade three, equivalent to an O level pass.

Girls performed better than boys at CSE—obtaining a higher percentage of Grade 1 results (9.9 per cent compared to 7.8 per cent) and a higher percentage of Grade 5 or

LEA	1971	1972
No of 5th year O level candidates	8357	9257
6% of 15+ age group	20.2	20.2

A similar exercise to any of the results according to a social disadvantage index produced the same result, namely that any difference between the exam results of ILE divisions could be accounted for wholly by differences in their intakes and their level of social disadvantage.

Achievement of School Leavers 1977	Birmingham %	Berkshire %	Authorities M.E.A.	Liverpool	Manchester
No grades (CSE/O)	20.76	30.92	25.38	19.98	41.95
1 or more CSE grade 2-5/O D-C	41.3	40.4	41.3	40.4	41.3
1-4 CSE grade 1 or 2-5/O D-C	24.00	38.10	33.69	36.23	38.81
5 or more CSE grade 1 or O	14.94	20.67	24.13	27.85	25.16
1 or more A level pass	7.21	5.64	4.78	6.56	7.57
	10.26	9.95	12.03	9.38	7.19

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School to work

First full careers service report 'best thing to come out of DE since 1974'. Mark Jackson reports



Lord Goerle, a junior employment minister, visiting the North London Vehicle Repair Workshop.

The first full government survey of the careers service since its formation six years ago was published this week. In a 20,000-word report the careers service branch of the Department of Employment reviews the state of careers work in local education authorities throughout England.

The branch is responsible under the 1971 Employment and Training Act for guiding and inspecting local careers departments in the same way that the Department of Education and Science is responsible for the rest of the education service. For most of that time it has stayed very much in the background, leaving public discussion of careers and youth employment to the local authorities and, by default, to the Manpower

Services Commission.

The branch and its inspectorate now aim at more assertive role under pressure from career officers who want to emphasize the separate identity and responsibility of their function within education departments, and from Tory Ministers determined to roll back the influence of the Labour Party. The report, which in future will be issued annually, is the first demonstration of the new policy. Other publications will be produced during the next few months.

Mr Ray Hurst, secretary of the Institute of Careers Officers, welcomed the report as "one of the best things to have come out of the Department of Employment since 1974".

Careers service suffers in rush to aid jobless

Careers work in schools and colleges is suffering from having to concentrate on helping the unemployed, the careers inspectorate says.

The report shows that the volume of both individual vocational guidance interviews and group sessions with pupils and students, which rose steadily during the first years of the service, has fallen since 1977.

The number of interviews in schools dropped by 5 per cent in 1978, and in colleges by 7 per cent; and the number of group sessions in schools fell in below the level of 1974, the year the careers service took over.

The report says: "Careers services in some areas identified it was imperative to direct their energies towards helping the unemployed, particularly at the expense of work in schools."

One principal careers officer held back the work of his staff in schools for the whole of the first half of the autumn term so that they could spend more time visiting unemployed leavers in training schemes and another had cut school work from two thirds of the staff's time to a half.

The authority cut all work in colleges and stopped running careers conventions, and in others proposed developments in the service to further and higher education were put off.

This report says that the decline in school and college work is disappointing; but that the switch towards work with the unemployed is in line with government priorities.

The inspectorate says it intends to give particular attention this year to encouraging more contact between careers departments and the more academic pupils. At present, it says, those planning to go on to higher education tend to get less attention than non-academic sixth formers.

"This partly reflects a continuing belief that brighter pupils do not need careers advice and guidance," say the inspectors, who draw attention to fears that the lack of adequate advice may be sheltering careers in tertiary.

The inspectorate comments the practice of some careers departments in assigning academic sixth formers and leaving their colleagues

to deal with the others, many of whom are in contact with the service before they get to the form.

The report expresses disappointment at the slow progress in helping work with students in last year's higher education; but points out that although the 1973 Education Act gave a statutory duty on authorities to offer them a service, money was provided for the purpose to the rate support grant until this year.

The inspectors say that in many cases the careers service is being used in a way that is not intended, where it seems to help students in tertiary rather than tertiary.

This issue is a warning that the careers service is being used in a way that is not intended, where it seems to help students in tertiary rather than tertiary.

Vocational guidance interviews and group work with school pupils and college students and people seeking employment

	1974	1975	1976	1977	1978
Interviews with school pupils	273,000	294,000	284,000	274,000	274,500
Interviews with college students	12,500	12,500	12,500	12,500	12,500
Interviews with people seeking employment	68,500	68,500	68,500	68,500	68,500
Group sessions with school pupils	58,500	58,500	58,500	58,500	58,500
Group sessions with college students	58,500	58,500	58,500	58,500	58,500
Group sessions with people seeking employment	58,500	58,500	58,500	58,500	58,500

Some bosses are abusing the YOP

Charges by youth agencies and trade unions that the Youth Opportunities Programme is being used as a form of probation by employers are given some backing by the inspectors.

The report says: "A minority of employers who previously notified vacancies to the careers service appear now instead to be using the Youth Opportunities Programme as an avenue of recruitment."

"Staff of the Manpower Services Commission's special programmes division: are alive to the possibilities of this abuse of the programme, but to the extent that it does occur, the YOP will be in substitution for, rather than additional to, normal placements in employment."

"Placements in employment by the service, which rose from 216,500 in 1976 to 234,000 in 1978, fell last year to 198,500. The report says that a number of factors which affected the figure, including the state of the economy and better careers guidance which enabled more youngsters to find jobs. But it emphasizes that the service has itself also recruited 136,000 young people into YOP."

It says that the extra work in helping the YOP youngsters may have diverted careers staff from balance of effort between the two activities calls for careful judgment. It accepts that a decline in direct placements may be justifiable in order for the service to help those of young who would otherwise be without any prospects.

In any case, the inspectors say, the careers service's involvement in YOP had made it more aware of the

need in self the service in employment and has resulted in increased contact with them, so that departments have developed a much better knowledge of the employment available in these areas.

"Some of the organizational changes implied by this awareness such as on even to enter into direct employment of careers officers in normal placement work remain to be made by employers, but the service has improved," they say.

The report says that while some authorities have been flexible and creative in their response to youth unemployment not all are providing accommodation to deal with the increased demand. It insures authority which it does not need that has moved its careers service from a centrally sited modern building to less adequate premises.

Irish industrialists struggle to fill vacancies

by John Walshe

Irish industrialists, whose Government has had to recruit skilled workers to Britain for well paid jobs in the republic, are voicing the same worries as their British counterparts about the educational system.

The Irish employers say that negative attitudes among pupils, teachers and parents towards work in industry means that they are having difficulty in filling semi-

skilled and unskilled jobs as well as the skilled posts.

A report prepared for the Confederation of Irish Industry, whose conference this year discussed education at length for the first time, British employer organizations.

The CIT is embarking on a major campaign to bring about a change in these attitudes. With a shift in the destination of Irish exports over the past few years, there is a need to study modern European languages. At

present only 5 per cent of leaving certificate students take as against 62.5 per cent who study French. The CIT would like to see more taking German, both oral and written. At the moment pupils are tested solely on the written word although there are plans to include an optional oral test. The French only this year. The Confederation would also like to see greater emphasis on vocational education in the educational system at the second (secondary) and

NEWS

Bedford council paid independent fees illegally, hearing told

by Richard Garner

More than 100 children have had their fees at independent schools illegally paid for by Bedfordshire county council, it was claimed at a public hearing last week.

The hearing was held by the district auditor after three local electors had alleged that part of the £615,453 paid to the Harpur Trust to allow children to attend their four schools had been spent illegally.

During the past five years, a total of 134 children already attending preparatory schools for the Harpur Trust have had their fees paid for by the county council. In addition to the number from maintained schools that the authority had agreed to fund.

Mr Graham Jones, a local lecturer and one of the three objectors, said at the hearing that the education committee had agreed in January, 1976, to fix the numbers of children who would be supported at the four schools—Bedford, Bedford High School, Bedford Modern School and Dame Alice Harpur School.

They had agreed on a total of 176 pupils in 1976-77 and no mention had been made of any pupils from the preparatory schools.

He added: "We examined the list of pupils attending Harpur Trust schools for whom the local authorities were paying fees for in 1976-77 and the number entered appears to be 207—31 more than had been agreed by members of the authority."

Mr Jones, who brought the objection with Mr Tony Mitchell, chairman of the Bedford and district branch of the Campaign for the Advancement of State Education,

and Mr Ken Fairmair, secretary of the Bedford constituency Labour Party, said that since local government reorganization in 1974—a "substantial" number of councilors had wanted to sever links with the trust and the majority had not known about the extra payments.

Under the 1976 Education Act the Secretary of State had the power to revoke any approval previously given to local authorities to fund pupils at independent schools and had asked for details of all standing arrangements in January, 1977. The chief education officer had written telling of the agreement to send 176 children.

Mr Richard Wilkinson, assistant county secretary, said that before the reorganization of Bedfordshire schools in 1967 children attending the preparatory schools were offered free places at Bedford Modern and Dame Alice Harpur Schools and, as a result, places at Bedford and Bedford High.

The authority wrote a second letter to the Secretary of State after its original letter pointing out that they were supporting additional children who were already attending the preparatory schools.

The children chosen were picked out by computer from the brightest 30 per cent in the county and if a child already attending one of the preparatory schools was picked out that child would be supported in addition to the level of intake agreed.

Mr Alec Farmer, the district auditor, said that if the objectors could apply to the courts for a declaration that the extra spending had been illegal.



Japanese pupils serve Japanese food at the international party.

Eat, drink and be international...

by Ian Kellas

Déjeuner may be struggling but dinner is very cordial indeed. At least, the atmosphere at the international evening put on by hundreds of teenagers from 45 countries last Friday was exceedingly relaxed (slack, relaxed, happy).

The occasion—the International School of London (ISL)—was a combination of cocktail party, rock concert and charity bazaar. Up on the stage, draped with banners and a poster of the great mosque at Mecca was an international band of adolescents blaring out some loud music of the indistinguishable international type.

Packed into the auditorium were hundreds of ISL pupils, parents and hungry gate-crashers.

Knowing that nothing defeats international understanding like unexplained British boiled cabbage and its foreign equivalents, the ISL had wisely concentrated on

providing good food and instruction to go with it.

The hall was full of round tables groaning under the weight of the national dishes which pupils had been told to bring along. Most had set up little notices about eating habits and customs in their countries. Did you know... for instance, that in Ecuador on All Souls' Day well brought up people go to cemeteries and eat black-currant cream pudding and bread rolls?

The Lebanese table was probably the best equipped and soon had a large crowd sitting around it tucking into a full-scale meal. The French, it seemed, were anxious not to antagonize others by insisting on their gastronomic superiority and served up rather resilient grapes but some very passable mussels to go with them. The British rock cakes and bread and butter made the temptation to belong to other nations hard to resist.

However, when a short of

"More!" went up a little later in the evening it was not a demand for food; everyone wanted to see Angus put his fist through another stick of concrete blocks. Angus, who looked an original as his name, was giving a display of martial arts—possibly a cultural manifestation from the Dambarton territories?

Then a delectable young lady from Saudi Arabia, wearing an ethnic dress that looked more like a short conical lecture about her country, the main point of which was that you do not find camels in the city.

But you do find camels in the ISL, cockhook. From Arabia the contribution was stuffed camel. The ingredients include: 1 whole lamb, 20 whole chickens, 60 eggs, 12 kilos rice, 2 kilos pine nuts and 110 gallons water. The only soup is that 1 whole camel medium size, is not that easy to find—in the city.

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OVERSEAS NEWS

France

Compromise allows federation to present united union front

by Jane Jessel

PARIS Political rather than industrial issues dominated last week's assembly of the *Fédération Nationale de l'Enseignement Supérieur* (FNE) in Toulouse. Dissenting minority views were well aired but in spite of earlier fears of a split in the organization, André Henry, the general secretary, was happy to announce on Thursday that the future of the federation is secure.

FNE is a left-wing umbrella group representing over half a million teachers and other educational staff from 45 unions. Politically these are grouped into five "tendencies". The majority (nearly 60 per cent) are socialist-oriented, with the communists forming the largest minority, with just over 30 per cent. Three other minority groups each have less than 5 per cent representation.

The questions raised in Toulouse covered not only government educational "affairs" but also the current political position: the divided left (within the federation met last in 1978, communists and socialists were united in the run-up to the general election); lack of clear political direction; and the Soviet intervention in Afghanistan.

In his opening address, André Henry said schools must keep up with the times. A recent example

was the agreement enabling technical students to spend part of their courses in the workplace. This was "a step towards the opening up of the school".

André Sarel, leader of the biggest minority group *Union de l'Action*, mostly composed of communists, said FNE had had a disastrous record over the past 10 years. Low salaries, long working hours, unemployment among teacher auxiliaries and class closures resulting from the policies of Christian Bonleat, the Education Minister, were all the results of FNE's strategy of compromise. He called for national action in the Spring, such as the strikes which same unions, without FNE's blessing, called in December, to press for better working conditions.

Condemnation by André Henry of Soviet action in Afghanistan placed the minority groups, especially the communists, in an embarrassing position. *Union de l'Action* had wanted to avoid this debate, but compromise was finally reached with a carefully worded resolution calling for rights of the Afghan people (and other nations) to self-determination without foreign intervention, and withdrawal of Soviet troops (to satisfy anti-Soviet members) but without saying when withdrawal should take place (to satisfy the pro-Soviets).



Chairman Pedini.

Europe

Euro MPs take on catch-all cultural brief

by Rory Watson

The European Parliament is to examine education by means of a new committee with the unwieldy brief of youth, culture, education, information and sport.

It was set up after the first-ever direct elections last June, and is one of 15 Parliamentary committees that meets twice a month in Brussels to examine EEC policy in detail and to prepare reports which are submitted to the full plenary session of the 410 Euro MPs.

The reasons behind the decision to establish this somewhat unlikely committee have been clearly spelt out by its chairman, Mario Pedini, a former Italian minister of education. "The economic development of the Community, as everywhere else in the world, cannot give completely satisfactory results if at the same time there is no cultural development of the population."

In addition, one of the basic principles of the Community is that people should be able to move freely from one country to another. "This requires mutual recognition of professional diplomas and university certificates so that people may work where they want. At the same time, cultural provisions have to be made for the children of emigrants so that they may be properly equipped to live in their new country."

For this reason the committee is keen to press governments to limit the progress of the EEC's 1976 education programme and to participate in further advances in language training, an essential precondition for the free movement of people.

Unemployment among young people is one of its main preoccupations.

The position of artists in the Nine is another of the committee's ventures. "We know all about farmers and industrial workers, but hardly anything about the problems facing artists and the difficulties they have in working in different countries," said Signor Pedini.

A slightly more sceptical view of the European Community and of the Parliamentary Committee is taken by the Scottish Labour MP from Glasgow, Mr. James Buchanan.

"Do you know, at the first meeting someone suggested we should put up a European Cup for sport until I told them that one had existed for several years?" She finds this lack of touch between many members of the Parliament and reality particularly annoying.

She is also opposed to the idea of a European Foundation—a scheme which has been on the drawing boards for several years.

"There is a real danger of unjustifiably raising people's hopes. If there were a European foundation, you would almost certainly get financially hard-up artists groups coming to ask for money. If there isn't any," she said.

In addition to Mrs Buchanan there are four British Conservative members on the committee: George Pattinson, Peter Peck, Shugh Roberts and Anthony Simpson.

United States

Department gets 'growth budget' for first year

by Clive Cookson

WASHINGTON

President Carter's 1981 budget includes \$15.5b for the new education department in its first full year of existence. That is \$1b or 7 per cent more than Congress appropriated for education in 1980. So Education Secretary Shirley Hufschneider was able to say "this is a growth budget".

The Administration is forecasting a 2 per cent inflation over the coming year, so the Education Department's 7 per cent increase is likely, in fact, to represent a slight rise in real terms. However, the overall figure covers wide disparities in the treatment of different parts of the education budget.

Educational assistance to the disadvantaged gets a 24 per cent increase to \$7.4b in 1981. Most of the extra money—\$500m—will go to the nation's poorest secondary schools to provide pupils with the basic skills they need to find jobs when they leave school. This is part of the new youth employment initiative that President Carter announced last month (TES, January 18). Mrs Hufschneider told a budget press conference that legislation to set up the programme would be sent to Congress later this month.

On the primary level, Title I of the Elementary and Secondary Education Act, the Government's main compulsory education programme, will receive an additional \$360m (10 per cent). "Compulsory education is a proven success," said Mrs Hufschneider. "The new budget will extend its reach to some children, then ever before, and will further concentrate its resources on those most in need."

These increases—which still have to be approved by Congress—come at the expense of two major areas for which cuts were proposed. The first is the marketing but very political programme known as *Impact*, and it compensates school districts that contain federal property (which does not pay local taxes) and prevents them from trying to cut it.

Australia

Teachers fight back on blame for young unemployed

by Bill Purvis

THE Prime Minister, Mr. Malcolm Fraser, has been criticized for trying to blame young unemployment figures on a failing education system.

Mr. Fraser told a national convention of the Young Liberal Movement in Melbourne last month that young people were not being equipped with the attitudes and basic skills they needed in the workforce (TES, January 27).

Teachers' organizations and the Australian Labour Party were predictably annoyed. The Opposition's spokesman on education, Senator John Button, said the Government had done nothing to improve the education system in its four years in office except to appoint an endless series of enquiries of great cost to the taxpayer.

Mr. Fraser still thinks the education system should adapt new directions, why have no new initiatives come from his own Government? he said.

The Australian Teachers' Federation reacted sharply to Mr. Fraser's comments, accusing him of trying to shift the blame for the Government's inability to create jobs on to those who were trying to do their best for young people.

The Minister for Employment and Youth Affairs, Mr. Ian Viner, said that the 750,000 young people who left school this year, about 50,000 would have a slim chance of getting a job.

He said the Federal Government had already committed A\$12m (£2m) over the next five years to transition programmes to help these young people, many of whom were early school leavers with low educational standards.

work for 20 years, in the face of strong congressional opposition. The other activity in which the administration hopes to make gains in 1981 is financial aid to colleges and universities.

Over the past three years government spending on student grants, loans and job subsidies has jumped 72 per cent to \$5.2b in 1980, but the Education Department hopes to cut this by \$200m next year.

Student loans are the biggest target for cuts. Their volume has escalated particularly fast because of what the Education Department calls "extremely favorable conditions to both lending institutions and borrowers," and the Administration has asked Congress to reduce the system and reduce the interest rate. However, Congress is likely to restrict the loan to grantees as much as the Administration wants.

Other points of special interest in the 1981 budget include: International education funds for foreign languages get a \$2m or 50 per cent increase. However, the budget does not make the commitment to improving the country's language capabilities that was recommended in November by the President's Commission on Foreign Language and International Studies. The Commission's report probably appeared too late to be included in this budget.

His recommendations were included in a year from now in the 1982 budget. Throughout the federal budget research and development get a remarkable treatment and the Education Department is no exception. Its R and D activities receive \$1.4 per cent more. They are recently conducted by the National Institute of Education, which is absorbed into the department when it formally comes into existence this spring.

An additional \$47m will be used to improve educational school Indian reservations and other rural property. "These schools and national disaster relief, since 1964, have been the most successful in the country," said Mrs Hufschneider.

Spain

Strikes close universities

by James Connell

Weeks of student unrest culminated in the closure of Spain's 24 universities last week, after students unanimously voted for a 48-hour strike.

The strike was an attempt to force the withdrawal of a bill which would have given the Government the right to appoint and dismiss university teachers. The bill aims at disciplining teachers, but also at disciplining students, and has been widely criticized.

They are also worried by the financial implications of the proposed new legislation. Under the previous regime, the universities ran on a shoestring, but the new bill aims to pass on the burden of raised funds to individual universities, and expect them to be covered by raised fees.

In a lengthy list of demands, the student organizations demand an end to the Government's interference in university education. Prior selection, examinations and merit-based scholarships are rejected.

University lecturers are equally unhappy with the bill. They claim that the proposed changes are an attempt to undermine the quality of education by reducing the number of lecturers and by increasing the number of students.

They insist, "We have the power to hire and fire teachers and to fix their own promotion system. We have the power to fix the curriculum and to fix the standards of the students."

OVERSEAS NEWS

Teachers in Turkey are in the front line of mounting political violence. And the continuing economic crisis is straining resources at every level. Ifet Renda on a system struggling against impossible odds.

Existing, not educating

It is so cold when classes start that neither the pupils nor I are able to write, a primary school teacher in Ankara says. Such practical problems are only the latest hazards afflicting the shaken teaching profession in Turkey. For long teachers have been an anchor in the front line of a struggle over the future shape of the country that village teachers frequently complain of threats on their life.

Today the question of security is more acute than ever. Gendarmerie patrols now guard the aisles of many lecture halls and are welcomed by university teaching staff. Such measures mean that the violence has now been largely driven from the campuses—but only in the streets and university dormitories.

The dean of the medical school at Adana University is one of half a dozen professors and assistant professors who have been driven from their posts by militant students. These have been from Istanbul University, for safety many of their colleagues now try to avoid sleeping at home.

While these deaths have received publicity the situation is equally disturbing at other levels of education system. Politicization of students as young as 14 is commonplace, and even at primary schools there are now numerous instances of children violently playing "facts and communists" in the corridors.

However, it is the teachers' training colleges which have always been the most in danger. The government of Mr. Süleyman Demirel, who has been in power since 1978, has been unable to bring some calm to them. His success was in large measure due to the work of his Minister of Education, Necdet Uğur, though the fact that Mr. Uğur had been a police chief in Istanbul before being selected to head the ministry is a comment in itself.

In November the government changed. Under Mr. Süleyman Demirel's previous coalition application to the teachers' training colleges would find themselves being asked the place and date of birth of the militant right-wing Nationalist Action Party. Now the party of the NAP have again been appointed to the Ministry of Education, and there have been clashes within the ministry itself.

The appointment of teachers is in the hands of the ministry which can and does transfer those it dislikes to remote provinces.

Mr. Demirel has considerable powers of dismissal. Since December 4,243 teachers have been sacked for disobeying a Government ban on participating in a one-day boycott to commemorate a sectarian holiday in a country where even in 1970, when class sizes range up to 70, many pupils were in the early days of the Republic, it is not surprising that many teachers abandon

the profession for more secure jobs in civil banks.

The share of GNP devoted to education is less than in any country in the REC, and Turkey's GNP per head is far below European levels.

Despite this some successes have been recorded. Literacy rates have risen from 20 per cent to 75 per cent for men in the past four decades—and from 10 to 45 per cent for women in this period. And the system has to some extent kept up with the surge in population. The numbers at primary schools have doubled, those in middle schools quadrupled and the places offered in Turkey's universities now exceed those offered by British universities.

But the pressure on facilities is such that many school buildings work on a three-shift system. Standards have fallen as each

succeeding government has set out to rewrite textbooks to reflect its view of the world. There are shortages even of pencils and paper, cuts in electricity, and absences of fuel oil and coal—all of this during a particularly harsh winter which has seen night temperatures in Ankara fall to -30°C.

The structural problems are also severe. There is a grave shortage of vocational schools and low standards in many of those that do exist. "We have to provide in-house training of skills which Europeans would expect to be taught at school," one industrialist says.

And the strains on the university system are even more acute. There is only a place for one in nine applicants, and governments always press the universities to take more students than they can properly educate: mere volume of admission is as much of a political issue as was once the numbers of houses built in Britain a decade ago.

While the students suffer from a lack of libraries and any facilities to study on their own, university teaching staff find their time for research is limited, funds are virtually non-existent, and there is a dearth of teaching aids and of essential reference books.

Budget cuts in the past five years mean that Hacettepe University has no books less than three years old. The library at its Beytepe campus is being used as a cafeteria. The once great prospects of developing research geared to the needs of the country are fading.

The political divide is a familiar one. On the one hand are those concerned with instilling respect for tradition, which in this case means a rosy view of Ottoman grandeur and an added emphasis on religion. On the other are those who look for a radical change in a society which in their view has not managed to solve the manifold problems of the country.

The divide is complicated by the way that the latter group invoke at least part of the reformist, secularist tradition of Kemal Atatürk, the general who led Turkey through its war of independence against the Sultanate and the Western powers who had occupied Istanbul and invaded Anatolia.

In different forms the problems date back through the centuries. They have only been fought as bitterly as today. "Our institutions have largely lost their ability to teach," says Dr. Tüker Akkan, president of the Joint-University Professors' Association, TÜMOB.

If the students learn anything it is the result of their efforts. In all it is a difficult situation and one which will be little helped by the government's latest plan—to compulsorily segregate all secondary education.



Peaceful moment in Istanbul. A children play "fascists and communists" in primary school corridors and some university teachers sleep away from home to avoid attacks by gunmen.

Soviet Union

Pupils put low value on the social sciences

by Kenneth Shaw

Most Russian secondary school pupils undervalue social sciences and consider that the future of their country depends only on physical, mathematical and technical sciences. They see history, philosophy and other humanities, including literature as being merely ways of expanding personal horizons.

This is one of the conclusions of a survey carried out in a dozen republics, covering 5,000 children aged 12 to 17. The first checks were made in 1967 and the results were repeated in 1979 to see if preferences for academic subjects had changed.

Members of the Academy of Pedagogical Sciences who undertook the research are concerned about the frequent and improper evaluation of the significance of various sciences in social development.

Republic of Ireland

Pay review stops strike action

by John Walshe

DUBLIN

The Government has bowed to union pressures and decided to establish a review body to look into teachers' salaries and conditions—thus avoiding serious disruption in the Republic's schools.

Three unions, representing 30,000 primary and secondary teachers, had planned to begin strike action last month unless the review was forthcoming.

Teachers, along with other public sector employees, have been bound by successive national wage agreements, the first of which was negotiated in December, 1970. These agreements generally have been weighted in favour of lower paid workers. Teachers have also seen their relative purchasing power dis-

turbed by productivity deals with other groups of workers, particularly in the private sector, which led to substantial pay rises. Salary reviews, which have invariably meant bigger salaries, have also been granted to some other public sector groups.

The present salary for a teacher starts at £4,007, rising to £6,523 exclusive of allowances for qualifications and promotion posts.

Teachers' salaries presently cost about £186,900,000 a year and the Government, which is threatening the toughest budget to date, is in no mood to give the profession a huge salary hike at the moment. If the review goes into all aspects of teachers' salaries it will probably take several months, if not a year to complete and might have the advantage of postponing the problem for its time being.



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LETTERS

The payroll according to Clegg

Sir,—Your printing of the "Clegg Ratings" (January 25) has aroused within me considerable curiosity as to the precise implications of the "findings".

As a young teacher of English in a comprehensive school, initially trained to teach all subjects to the age 13 range, I was amused to see that my finding a job in a secondary school puts me on a number 40—three steps above where my training should have placed me! However, my amusement faded rapidly when I noticed that as I am merely a teacher of English I am one of the lowest species discernible in a secondary school.

I have spent three days trying to follow out why a Scale 1 English teacher should be considered three points below "Teacher, Scale 1".

If this is the case, then employers really must stop demanding higher standards of literacy from school leavers, the media must stop condemning the lack of it and parents must stop queuing to see their children's English teachers at parents' evenings.

Teaching English, Clegg implies, is a non-specialist job; it therefore seems unrealistic for society to complain so bitterly about its results.

SHIRAZ J. GOSS,
57 Belmont Road,
Grays,
Essex.

Sir,—I assume you must have made a misprint in the Clegg ratings (January 25)?

There seems to be no other explanation. I am a head teacher, group 3, with 130 children in my care. Previously I was a deputy head, group 5, and before that a deputy head of department. This is one of the lowest ladders of promotion in primary education. According to these rankings the list is completely reversed.

There is no way my job as a deputy head or head of department here compares to that of a head teacher. I have immense responsibility—ultimate responsibility for decision-making as a head. My role is far wider and the hours I work longer. It would appear from this list that I am hardly more responsible than a Scale 2 teacher. If those sort of rankings are taken seriously there will be a total upheaval in primary school status, and the standard of standards for small school headships will rapidly deteriorate.

J. N. CORNALL,
Headmaster,
Longdon Church of England (alded) primary school,
Near Shrewsbury,
Salop.

Sir,—The Clegg Commission rankings (January 25) have provided me with a very important reason for the present shortage of physical science teachers, namely, that they are regarded as having lower status than their colleagues.

The rankings not only reflect the prejudices of the commission, but my experience of serving under

astrained superiors leads me to believe that these prejudices are widespread throughout education.

In addition, science teachers have to cope with inadequate facilities as public expenditure cuts come into effect, increasing difficulty in finding suitable laboratory technicians willing to work in schools with insufficient equipment and clock sizes approaching (or even exceeding, on some occasions) safe limits for practical work.

In the short term science teachers need to recognize that they are responsible for educating their colleagues, especially heads and those in charge of timetables, about the extra responsibilities they have (laboratory safety, training laboratory technicians, etc.). In the long term we must try to correct the balance within the profession by ensuring that more science-trained teachers are appointed head teachers and education officers. Only in this way can we be sure that science teachers will be accorded sufficient status to attract able youngsters to replace them.

JOHN OVERSEY,
19 Roseberry Drive,
Great Ayton,
Middlebrough,
Cleveland.

Sir,—It is unfortunate that you failed to give the name of "one union leader who likened the role of the head teacher to that of a ward sister." (Heads could win extra pay rise, January 11).

I fervently hope that it is not my union leader who displayed such abysmal ignorance of the role of a ward sister.

The ward sister:

1. is in total patient contact during her hours of duty.
2. has to work an eight hour day, exclusive of meal breaks, many of the hours being "unsocial hours".
3. frequently works Saturdays and Sundays.
4. has only six weeks holiday a year.
5. has frequently to make "life and death" decisions.

I have yet to meet the head teacher that comes anywhere near to matching the role of a ward sister. The head teacher is best likened to that of a nursing officer whose role is:

1. mainly administrative and managerial, with a minimum of patient contact.
2. usually working Monday to Friday, 8.00 a.m. to 5.00 p.m.
3. I suggest that Clegg should:
4. reward head teachers the nursing officer percentage.
5. reward class teachers, in "total pupil contact", at the ward sister percentage.

JOHN C. OLIVER,
3 Valley Way,
Knutsford,
Cheshire.

Not a scalp

Sir,—Under the headline, "Quango hunters claim seven scalps" (January 18) you report that the Advisory Council for Adult and Continuing Education will be "done away" with in three years time. From this your readers could infer that the Council has received a suspended death sentence, whereas in fact Mr Carlisle, the Secretary of State, has extended the life of the Council for a further three years after the expiry of its present three-year term in October, 1980.

In these times of economic gloom your readers should see this as a positive decision by the DES in favour of adult and continuing education and not as another scalp hanging from the Department's lightning belt.

F. J. TAYLOR,
Secretary to the Council,
Advisory Council for Adult and Continuing Education,
198 De Montfort Street,
Leicester.

Only five in 6,000 replied

Sir,—I am the STOPP representative referred to by Mr Tuny Miller in Richard Garner's article (January 25) on the NUT's corporal punishment questionnaire. I am a member of the Birmingham NUT and as my school's union representative I am in a reasonable position to judge how the questionnaire was dealt with at school-level in Birmingham. I would like to reiterate the point made in the STOPP press release, in Birmingham, the questionnaire was sent neither to individual members nor to school representatives, nor was the matter discussed at a union meeting.

Members were asked to submit their views on corporal punishment. In the routine leaflet giving details of the regular general meetings, no specific instructions were given to members to submit their views; the issue was not prioritized and, therefore, it was not surprising that there was little response. I believe

fewer than five teachers replied out of a membership of 6,000.

Mr. Green is correct when he says I have addressed a meeting, a meeting at which I was cordially received. I have received support from individual members of the Birmingham Executive. However, such "disturbances" were "on the general question of corporal punishment and not specifically on the questionnaire."

ADRIAN P. RAMSDEN,
West Midlands Branch Secretary,
The Society of Teachers Opposed to Physical Punishment,
25 Shelsley Drive,
Moseley,
Birmingham.

Sir,—The Clegg rankings (January 25) indicate that a building society branch manager is more important than a secondary deputy head teacher, group 7, and that a primary teacher, scale 2, is more important than a building society branch manager.

It must therefore follow that a primary teacher, scale 2, is more important than a secondary deputy head, group 7.

What nonsense!
G. L. SCOTT,
"Pall Head", Pnx Hill,
Hwyndale Heath,
West Sussex.

Sir,—I am intrigued by an advertisement (January 25) for a second mistress (or mistress) who can "demonstrate that she (or he) has character and qualities".

As I have always understood it, "character" signifies a special talent, grace or favour conferred by God.

I am not surprised that the Clegg commission has been unable to visit a comparable settlement of teachers' pay.

A. R. D. WICKSON,
Headmaster,
Shutesbury Grammar School,
Dorset.

Sir,—I have just read your report of a speech given by a Mr Walker of the DES in which he questioned the principle of paying teachers on an undifferentiated scale and states that: "We must be the only country in the world where a primary teacher is regarded as being in the same trade as a secondary teacher."

I cannot allow this attack on the professional status of my secondary colleagues to go unanswered. Of course they are involved in educating children, many of them teaching for much of the school week. We must resist this move to pay them less just because some ill-informed, civil servant is unaware of their activities!

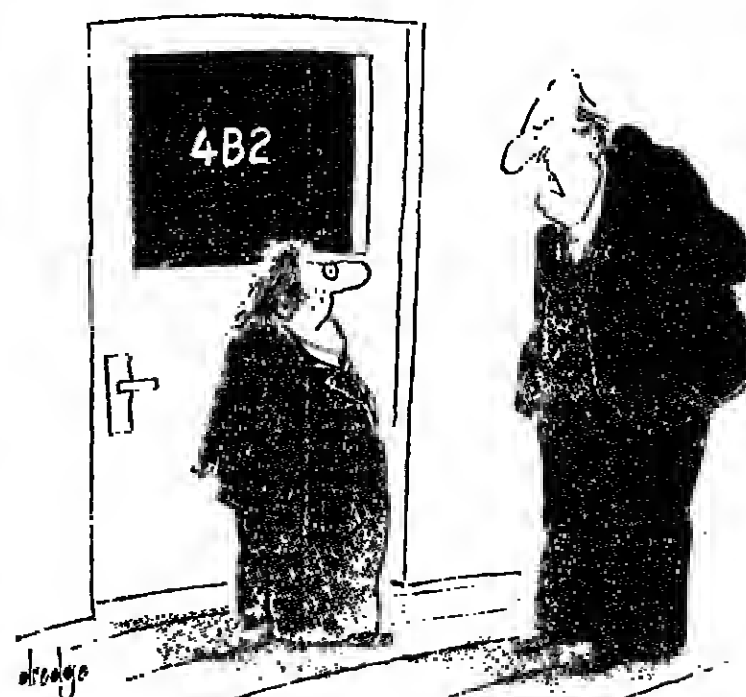
TIMOTHY HILL,
Headmaster,
Harrington CP School,
Near Warrminster,
Wiltshire.

Unbalanced picture

Sir,—I was delighted to read that Virginia Maling (January 11) discussed the excellent educational practices which are taking place in Manchester Primary Schools. However, while visiting Charles-town Junior (the last school to be staffed by a woman) the short staff took place during the short school break, and the questions asked were about very possible disadvantages found in failing rolls. These naturally set the tone for some negative replies and have, I feel, led to an unbalanced picture of education in this particular school. Over the years the life of the school has followed a fairly traditional pattern. A stable staff and population have contributed to this. High educational standards are expected and achieved. There are few behavioural problems.

Numerous visitors use the building daily; frequently for in-service training. All are welcomed. These people observe us as we are—a happy, lively school of community where the staff are giving of their best to provide a varied and balanced education for our children. J. JONES,
Head Teacher,
Charles-town Junior School,
Pilkington Road,
Manchester.

LETTERS



You surely don't expect me to believe that Mr Kestell sent you out here to perform picket duty, do you Spight?

How much for a conference?

Sir,—Michael Marland writes (Letters, January 25) to correct an exaggerated report of fees for his conference "Sex Differentiation and Schooling" at Cambridge University, pointing out that such fees were only £135 (plus VAT).

That conference was in my special area of interest as a university lecturer. My original excitement at his announcement turned to dismay and disbelief when I was sent details which included the full price of £135.

I could only have claimed the cost from my university if I had been willing to forgo support for my other conferences or travel for research purposes for at least a year.

Other lecturers I know at universities could not have claimed a salary or could only have done so at a very low level. I am doing research in the exact area under attention. It seems to me that fees could only have been set at that

level in hopes of making a profit out of Leeds, hardly overflowing with spare cash.

One week before the Cambridge conference, I attended a Sociology of Education Conference at Westhill College, Birmingham. I doubt if this was a "simpler conference" (Mr Marland's phrase) than the Cambridge one, except perhaps in terms of accommodation. The Westhill conference lasted three days, put on a full programme, catered for several hundred participants, and featured several overseas speakers. The full fee, including board, was under £30.

I hope the next person or group who runs a conference on sex differentiation and schooling will have sufficient regard for the importance of the topic to avoid differentiating its would-be participants by income (not unrelated to sex).

M. SANDRA ACKER,
Lecturer in Education,
University of Bristol.

Hard facts needed on lead

Sir,—Your article "No Cause for Concern" (January 25) prompted me to read again Professor Michael Rutter's paper "Why are London boys so disturbed?", a study of two groups of children in the Isle of Wight and London with comparable social backgrounds. I wonder if there has been a similar, but more thorough comparative study.

Many teachers, who have taught children in the large urban conurbation, suburbs of large cities and who have experienced varying degrees of discipline problems; the worst of those problems in the inner cities. Is there any firm evidence to support the view that inferior social conditions compared to their rural counterparts, or can some of these problems be attributed to mental disturbance from exposure to environmental lead?

Dr Needleman and many researchers throughout the world have found correlations with raised body levels of lead and disruptive behaviour. Nobody is going to be convinced by the coming Government Working Party report since it is well known that not one member has carried out thorough research into the effect of lead at low levels on the developing brain. If a university student presented his tutor with a Ph.D. thesis based on a critique of his colleagues' research he would feel miserably. Most thinking people would apply at least Ph.D. standards to Government Working Party members, and would expect somewhat more than theories and oil industry sponsored papers to support their conclusions. DR JONATHAN HUNTER,
16 Beechfield,
Hoddeston,
Herts.

What nurseries can do

Sir,—I'm afraid that some remarks which I made at what I thought was a private meeting have been widely misinterpreted.

I am wholly in favour not only of retaining nursery schools, but of greatly expanding nursery-school provision. Children need to be weaned from home, and to mix with other children; mothers need a break from child care.

However, it seems to me both possible and desirable to separate two different issues: (1) the undoubted need of families with young children for pre-school provision; and (2) a consideration of the contribution which this provision is making to early development, and whether the contribution could be improved by rethinking and reorganizing.

The main points which I made in my talk were that home and nursery school provide very different learning contexts, and that most homes have certain built-in characteristics which favour learning, notably an excellent adult-child ratio, and strong affective bonds which tend to keep adult and child in close proximity to each other.

This does not mean that homes can supply all the needs of young children. It does mean, however, that we have to be clear about the nature of the contribution which nursery schools make to early development. For example, if the school is to compensate for a home which provides few adult-child contacts, it faces a virtually impossible task, given present staffing levels.

If prime emphasis is laid on social development, is the size of the peer-group and the nature of the physical environment optimal for this purpose? If the intention is to foster general cognitive skills, such as concentration, or imagination, what kind of conditions are required, and are they present in the nursery?

I don't believe that in the long run the needs of families with young children will be served by concentrating about the present service, or by discouraging a critical examination of what it has to offer.

BARBARA TIZARD,
Reader in Education,
Thomas Coram Research Unit,
41 Brunswick Square,
London WC1.

Making maths teachers

Sir,—I am surprised that Dr Hardy surprised we were able to induce teachers "able to take responsibility for mathematics up to O level in the course of one year" (Letters, January 25).

He knows that we have teacher training experience dating back to 1798 and that the DES has entrusted us to run this type of special course since 1956.

Furthermore, the 650 hours lecturing and tutorials in this course is slightly more mathematics than the old three year trained certificate teachers received, and moreover they were admitted with O level maths or less whereas these new Conversion Course trainees have to have A level maths or equivalent.

The course is tough going, but on the whole very successful. I am confident that we could even make as honest mathematician out of a lying historian.

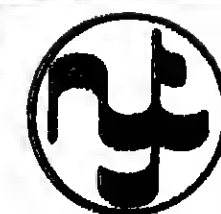
D. G. H. B. LLOYD,
Course Tutor,
West London Institute of Higher Education,
Blebyworth, Middlesex.

Eysenck first with the evidence

Sir,—According to your report (Black girls brighter, January 25), Dr Driver of Leeds University has claimed that the most important finding of his recent study was the high achievement of West Indian girls compared to boys. He goes on to suggest that further investigation into the factors producing this inequality could ultimately destroy the "stereotype" and misleading theories of Arthur Jensen and H. J. Eysenck about black children's underachievement.

Back in 1971, however, H. J. Eysenck stated on page 95 of *Race, Intelligence and Education* that "it is universally found that negro girls and women do better on IQ tests than do boys and men. Jensen has calculated that the difference is about three to four points of IQ in favour of females". If, in addition, IQ scores have proved not only to correlate with but also predict academic performance, it becomes difficult to appreciate the logic behind Dr Driver's challenge. With such opposition, the hereditarians may well be asking, who needs supporters?

CLAUDE STEIN,
13 Lymington Gardens,
London, SW18.



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Sports Diary

Bert Lodge

East End rugby

Eddie Waring-conditioned, who can leap through the current handbook on where schools play rugby league and be surprised that it is flourishing in Haringey and Barnet, Huddersfield and Hunslet, Warrington and Wigan.

It is the entry after "Leigh" that shocks. London! Surely a mistake? No, there it is, with chairman, treasurer, secretary, the apparatus of constitutional respectability and even a bit impenetrable this, for an 18-month-old parvenu—a serious organizer.

Secretary is Dave Part, a 29-year-old historian and deputy housemaster at Danford, a Belmont Green comprehensive. Six years in the East End now, but the laces of his only lately hung-up boots still reach right back to those knobbly bits of turf on the old coal measures round Leigh in Lancashire, where he learnt and played union and league, and which he played depended on no more than the day of the week.

He is also liaison officer for an association with the most mammoth acronym in a profession already famous for them: H.E.A.S.T. (the first four are not difficult, the last five—Schools Amateur Rugby League Association).

"We have 10 schools and two youth clubs in now. Some can put out three or four teams. What we could most do is a rugby league insurgency of northern teachers willing to coach the game. Those and admin men are what you need. You can always get the kids to play anything."

Danford, all boys, runs two teams. Stockwell Manor, a 1,500-pupil mixed school, has the game well established, on an unimpressive consequence of having no fewer than four enthusiasts on the staff. Peckham Manor, Dick Sheppard school atulse Hill, and Scott Lidgett school, Tottenham, also figure on the 40-match fixture list for this term.

Not all the schools are in the metropolitan area. St Thomas the Apostle in Chertsey, Ambleside middle school at Walton-on-Thames and the middle school at Moleculow in Godalming also run teams.

Dave Part is particularly grateful for this interest in the Surrey and briefcase belt. "Those parents get involved, they help with organizing and fund raising." He could point to a "Rugby Skills Manual" at Ambleside one Saturday which raked nearly £300 for jerseys and equipment.

If one sort of coach is not making his way to London from the north the other sort is down the motorways, have trilled busloads of boys from the rugby league kingdoms to give the London lads both moral support and practical playing experience. Eastmoor school, Wakefield, the only family school, Liverpool, and schools from St Helens and Wigan have all brought teams.

What matter if the Wigan under-16 side put 47 points on London without reply? It hasn't stopped London school XFLs from XV. Remember, the match was being off to take on northern teams on their own grounds. Pioneers were the Brimwell Boys' Club from Fulham, who played matches in York and Hunslet (a Leeds suburb only the cognoscenti of the RL can find).

Yes they lost, they were bound to. But the experience is everything, the result nothing at this stage. The match against Hunslet Boys' club under-13 was a curtain-raiser to the senior game that day. Hunslet v Wigan. So boys who had never known anything but the bare kness and unpopulated touchlines of League Mershes found themselves performing for at least part of the game before several thousand spectators.

No wonder there is no shortage of volunteers for the trip to Blackpool that Dave Part is planning for his seniors at Danford at Easter.

Schoolboys need adult heroes on the field. Naturally there are not too many about in the London area, but there is a Southern Amateur League, even if its size and fitness fluctuates a bit. Baling, Peckham and Colindale (a school side originally, but the players got older they kept together and became open age) are the current clubs.

Senior and junior sides feed each other, any team against the seniors provides the inspiration and

example firing the ambition of the juniors, who in turn keep the senior sides supplied with a steady stream of recruits.

In a hesitant, filtering way this process should become visible now in London rugby league. And there is a staging post between the two levels with the Southern Schools and Youth Clubs Amateur Rugby League Association, though they are affiliated to the British Amateur Rugby League Association, while the English Schools remains autonomous.

And a bit purist. Only serving teachers can hold office, and the handbook stipulates: "References should preferably be schoolmasters. Touch judges shall be one teacher from the home association, and one from the visitors. They shall be properly attired."

Reading the magazines and newsletters the enthusiasts of southern rugby league turn out, reveals a paranoia towards the rugby union authorities. There are some grounds for this, but surely sincere mania must be the RL pioneers' most formidable challenge?

Indeed, Dave Part admits that noticeable number of schools used to play union in London and now, supplanting, a broad array of rugby football unions. "In the last season of rugby union played here at Danford we got about six fixtures."

He blames the loss of interest in the frustration felt by schools knowing they had good teams, still unable to break into the traditional fixture lists of the "good" schools.

Less rugby union must mean more rugby league. Dave Part would concede this, but with teachers than jobs about opportunity alone will not attract new schoolmasters, brought up in the game, to an education only where the school rolls are falling faster than anywhere else.

One solution has been to put RL coaching courses in the stars to attract the potentially enthusiastic. These have had a varied response, the week-long course at Crystal Palace being successful, while a course for schoolmasters at Milton Keynes last September attracted little support.

Meanwhile, Dave Part, Elton C. Lins, head of PE at Ambleside, R. Bennett at Stockwell Manor and Nick Smyth at Scott Lidgett, just a tiny handful of helpers, including one or two ladies, lead the 13-a-side push up in London schools.

But as Dave Part says: "It's not two of us were in more and the area, it would be difficult to see the continuation of school rugby league."

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A complete list of the special insets planned for publication in The Times Educational Supplement during 1980. The Advertiser, The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

features

Documents, documents

On the next three pages:

Max Morris takes a

caustic look at

A Framework for

the School Curriculum;

John Kirkham

pinpoints a major

defect in HMI's

Secondary Survey;

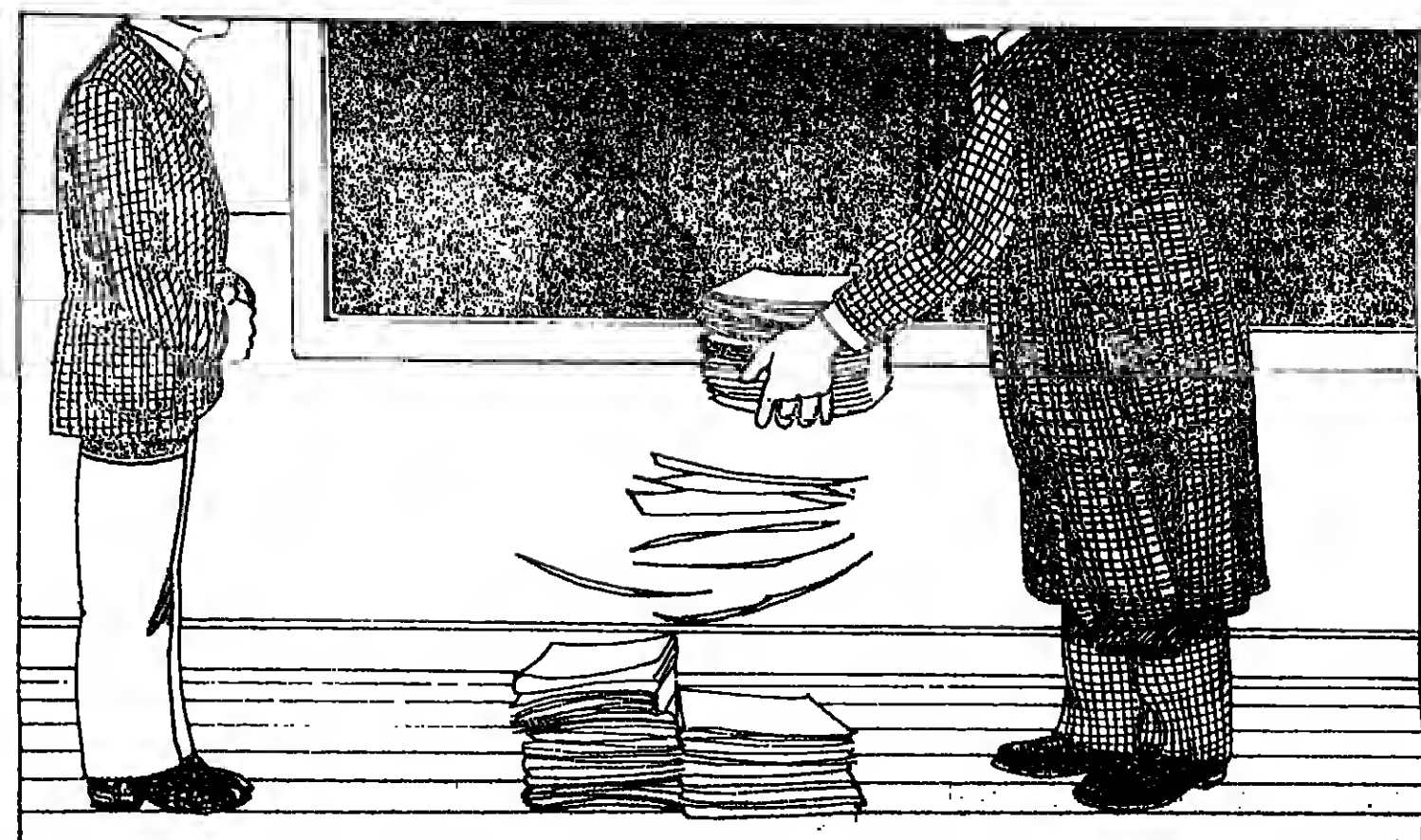
An LEA adviser

questions the

assumptions of some

recent papers on

the curriculum



'There is no sign whatever that those in high places understand the implications of what they are saying in the light of what they are doing'

As a pot-pourri of platitudes, a vantage-point of trite banalities, A Framework for the School Curriculum would be hard to emulate. None the commonplace there it is, no one having even taken the trouble to dress it up.

My sympathy went not in the HMI's who had the job of making the professional commentary, piling Pelton upon Ossa with transparent boredom and lack of interest. The Great Debate, begun with such a bang, has ended with the anticipated whimper.

A nadir of triviality is plumbed in the six aims set out for schools: "... lively and inquiring minds ... acquire knowledge and skills ... use language and number effectively ... understand and moral values ... to produce the world ...". Was the mountain heaved and grunted? What do they think the schools have been up to all the time?

The only new thought I can discern came from the crude and naive numbers without regard to the whole curriculum. It is that fulfilment of the aims would be helped if they were written down. There is the typical civil service mind: minute it, and everything will come to pass.

I think it is all a great pity, for a document that scrapes the barrel of head teachers towards complacency. They read it, with justice: "They are teaching us to suck eggs." We have always been trying to do what they suggest. Give us

more resources and we can do better."

In say this and no more would be to mislead public opinion, and misunderstand the spirit of the times. And I am speaking here not of Black Paper propaganda, nor of the way the notorious Yellow Book, fathered by Fred Mulley and reared by Shirley Williams, misled the Prime Minister and through him public opinion, with its jumble of fact and fancy about the schools.

It was Tyndale which gave the Black Paper merchants ideological respectability among the general public, in spite of the repugnance the profession felt for its curricular "philosophy". We will never be allowed to forget that one of our colleagues announced there was an need to teach writing because we have typewriters, or that a head declared later that mathematics had to fight for its place in the curriculum. These things are difficult to erase from the public memory, no matter how unrepresentative, indeed bizarre, we all know such views are.

Nothing has been the same since, not even the Schools Council, where the chief change has gone almost unnoticed. It is not the loss of teacher control (the teachers gave that up voluntarily), but the council's determination to play its part in devising a curriculum framework, which is the revolutionary change from the old days of non-interventionism.

Curriculum reassessment, indeed revision, will clearly be made a major item in the educational agenda for the next decade, irrespective of resources. In saying this I am in no way implying that re-

sources are not crucial. On the contrary, they are.

I am speaking of political realities, whether we have the continuance of Tory rule or a return to Labour, intervention in the curriculum is bipartisan in origin, and will be bipartisan in operation. The consequent pressures on the schools will be strong, and will be pursued education with cuts designed to reduce educational provision permanently to a level far below previous expectations.

My argument is that there is an insoluble contradiction between these two pressures. You cannot change the curriculum in the way apparently suggested, at the same time pursuing the present policy of drastic cuts.

The time is long overdue for a rethink, but not in the form of platitudinous documents falling from on high like state manna. Have a look at what has been happening. In the comprehensive, big changes have taken place, through thousands of teachers trying to adapt from teaching a fairly homogeneous to a more heterogeneous range of children.

The biggest change has been in the extension of the curriculum, by new subjects and courses which neither very many grammar nor modern school pupils enjoyed before—technical studies for example for many of the former, and science and modern languages for many of the latter. We too often forget the night of many inner city modern schools in pre-comprehensive days, and the distorted half education often provided even in good grammar schools.

What should have happened, but did not, given the autonomy of individual schools and the total absence of central direction, even advice, was not just the provision of a more comprehensive curriculum, but a curriculum with a largely different content.

This is what many of us argued for. Instead we had to a large extent the absorption by the comprehensive of grammar school curricular and subject patterns (and through them of public school ideas and traditions) reinforced by the examination system.

The greater equality of opportunity created by the comprehensive was and still is largely interpreted as giving the masses what the privileged few had before, and in a lesser extent vice versa. This makes a great deal of sense, though it is not the acme of educational wisdom. One would hardly have expected anything different in the mid 1960s, given Anthony Crosland's egalitarian educational philosophy and Harold Wilson's educational views. I recall his widely reported answer to the question I put to him at a public meeting regarding the destruction of the grammar schools: "Over my dead body".

Paradoxically, the extension of the curriculum was weakened by the inevitable growth of the options system because of external pressures in which the schools had to respond to secure qualifications

continued on next page

features

continued from previous page

for their pupils measured in examination papers. The operation of the options system created a built-in limitation of comprehensiveness.

We all knew this and do not need Elizabethan admonitions long after the horse has bolted. Indeed in those crucial pioneering days, the "shopping list" curriculum was officially all the rage.

What was not sufficiently appreciated was that extension of the curriculum was not enough. It also had to be changed. If the common core aim which was at the root of comprehensive thinking in the early days was to be fulfilled in any meaningful way, the content of major areas of the curriculum had to be drastically revised.

For example, children cannot be given a basic scientific and technical education (and everything else the Framework demands), often right down into the primary school, unless we depart radically from the treatment these areas receive, a treatment designed for a quite different approach to the curriculum.

But what is the point of proceeding on such a fundamental curriculum exercise if there are not the teachers, either in number or with the right training, to teach the new curricula? To hear the DES tell us these days, like some latter day Archimedes crying "Eureka", that there is a shortage in this subject or that, would tax the patience of longer fused types than myself.

Teachers have talked to deaf ears in high places about the facts not for years, but decades. I recall how even recently, in the Advisory Committee for the Supply and Training of Teachers, we pleaded for short-term retraining programmes in maths and technology, and how the department delayed any action almost to the point of sabotage.

Unless we are to wait till the 1990s when, we are told, falling rolls will create surpluses where there now are shortages, science and technology (read Neil MacFarlane's noble and virtuous sentiments on the latter) cannot occupy a central place in the curriculum any more than modern languages or good mathematics teaching.

There would have to be the most drastic overhaul of both the balance of teacher supply and the content of teacher training. Yet at this moment ACSTT, the body set up to advise the DES, remains in suspended animation—the longest example of that state, some two years, since Maskelyne the Magician put his amanuensis to sleep in the Palladium.

And all the while staffing conditions are actually deteriorating because of the cuts, so that the existing curriculum is endangered—never mind the possibility of creating a new one with different staffing demands. Similarly, in-service training, an essential if the DES objectives are to be taken seriously, is being steadily run down and the Government has not lifted a finger to ensure that Rate Support Grant money allocated for it is spent on Inset, rather than on sewage. Ministerial speeches on Inset are like drinking toasts in champagne at a funeral wake.

One could go on describing the Grand Canyon between DES curricular pontifications and the realities of educational policy, and continue strumming a litany of woe for the future of curriculum reform. There is no sign whatever that those in high places understand the implications of what they are saying in the light of what they are doing.

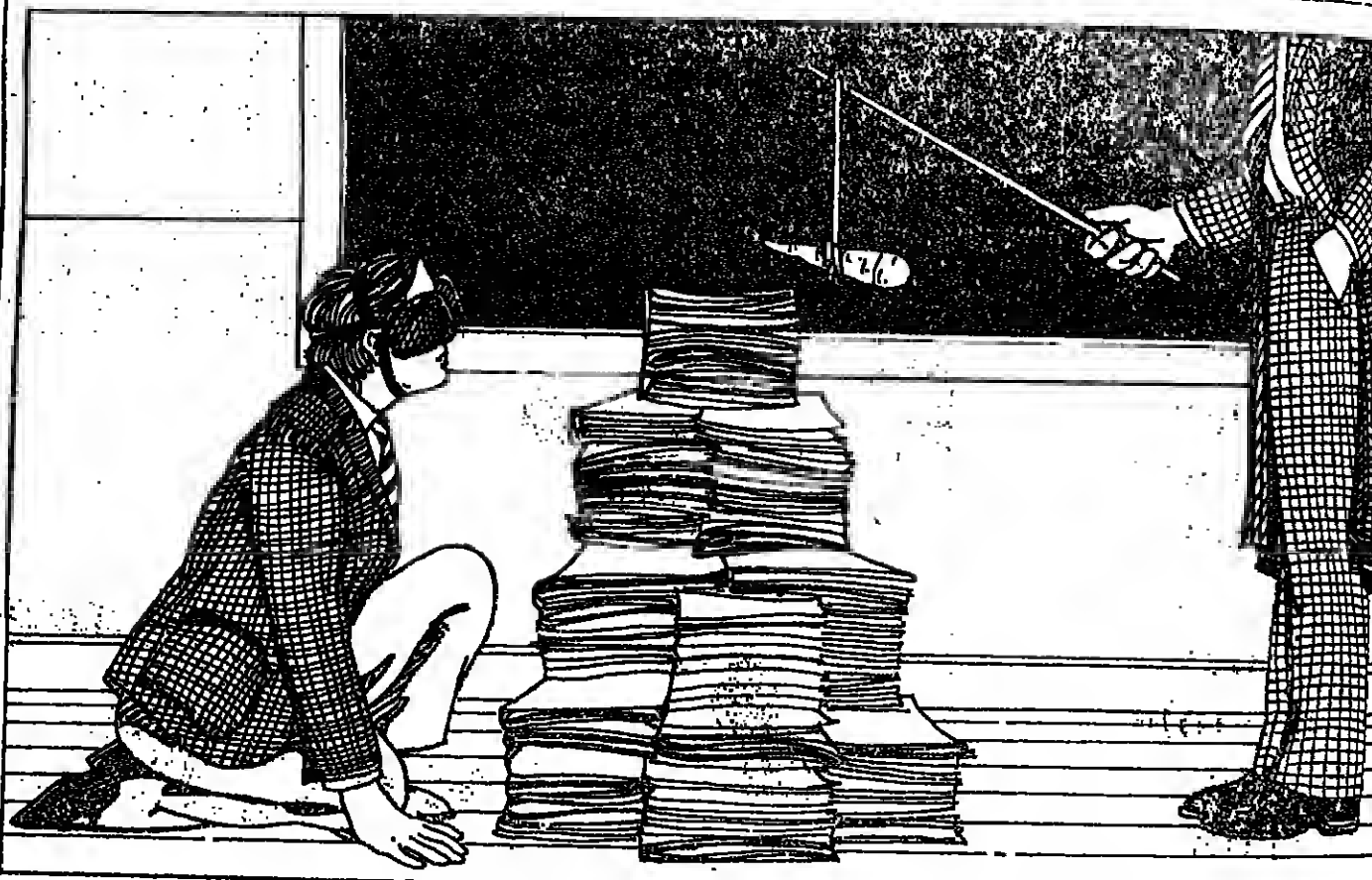
What they are saying has the quality of self-delusion. What they are doing in reducing provision is hard fact. That is why I do not expect much to happen quickly, in spite of the needs of the times, public concern, and the pressures of all and sundry for change that will continue to be exerted on the schools.

In the meantime, life will go on. There will be, we are told, a long period of consultation, and, I am sure, further lengthy documents telling us what we already know, or asking us to do what we are already doing, or know we cannot do without major changes in policy. Such changes as will occur will, as before, come from teachers, often in consultation with local authorities, as they interpret the changing needs of children in a changing society, and so try to improve the service they provide.

In other words, we will continue to muddle along and, of course, if we do not like what is happening, blame the teachers.

Max Morris

'As well as exhorting teachers, ought not the inspectorate to be working to bring the exam lobby to heel?'



The HMI authors of *Aspects of Secondary Education in England* say it is a stock-taking of the "educational capital" of the nation's 15 and 16-year-olds, of their "experience, capacities and attitudes". They look in great detail at how the young are taught to pass their exams.

They find, predictably, that schools come in three grades, good, bad and indifferent, and they want to raise standards all round. They seem to be hoping also to boost teachers' confidence by showing that *Black Paper* criticism of comprehensive schools is unfounded.

They find that a certain amount of real education goes on as well as (they do not quite say, in spite of the exam; but, in fact, they think ordinary teachers, if they had more confidence, could use the external examination for the purpose of real education, instead of being used by it for its own narrow purpose).

Good teachers do not buckle under to the exam's restrictions of curriculum, syllabus and method. They do not go for dictated or copied notes and the other anti-educational practices that go with exam work, but they still get as good results, or better. The inspectors might have added that even the best teachers suspend the real stuff in the lead-up to the exam, and cram for results.

The inspectors' criticism of examinations is always mildly expressed, but it adds up to a serious indictment. They seem to have no idea of tackling the evil themselves, or even speaking out openly against it; they work only through the teachers.

But most ordinary teachers get examinations wrapped round their necks, and use them as a weight and comfort against discipline, as blockers to shield them from the responsibility of accepting a better motivation. They need more help than they are offered here.

The report says that on examination designed for the top 60 per cent must be "inappropriate" to the next 20 or 30 per cent, on whom it is nevertheless imposed. This is plain enough, but hard for teachers to remedy against the pressure on them from all sides.

The report should have gone further: there are failures among the top 60 per cent; and a failure among the pass mark is about 40. Surely indicates that the course was unsuitable. Further, if the

inspectors (or parents or employers for that matter) were to look at the actual answer papers of those who pass just above the 40 mark, they would be bound to conclude that the course was not right for them either.

In that part of the ability range where the examination can be defended as a necessary substitute for proper tuition, it is educationally inappropriate; while higher up, where half a case can be made for its education, it is unnecessary, because there is already the genuine initiative, enthusiasm. We allow the examination to kill enthusiasm, and the pseudo-motivation to take over, as had money drives not good.

Who can say where the examination does most harm? To the bottom 40 per cent for whom there is now no alternative except "remedial", although it is never intended for them? Or to the middle of the range, where the strain of passing is soon lost in the recognition that they were bundled through willy-nilly, pushed from behind by fiendishly skilled teachers, some of whom had been heard to boast that they could get any moron through, if he was docile enough?

When academic education was confined to 40 per cent, and not always the top 40 per cent, the rest did not feel rejected. They pursued their non-academic, technical, creative, practical education with a will (and no need of teacher, or examination-motivation) because they had confidence in themselves as normal human beings, happily thinking which would have taken them to higher realms, where they would have lost their roots without making much money or having much fun.

Or does the examination do most harm at the top where the creative gifts it discourages or destroys are the greatest loss to a society apparently in decline? Einstein and Barnes, Wallis among many others said they escaped destruction only by the skin of their teeth. Instead of engineers, craftsmen, artists, makers and doers, examinations turn us all into failed academics.

The report gets no nearer condemning the harm examinations do than to say they should be developed so as to "stimulate the inquiring mind". They will not, because they cannot. If, as against their nature and the nature of examinations, to whom the inquiring mind is a nuisance because it cannot be

assessed on a five point scale.

A man who can spend his summer days marking scripts is not likely to be great on creativity. Like Aeschylus, he is anxious not to be disturbed by the of the young deconstructing that he have got what he has lost.

He is an expert at reducing n-dimensional qualities to quantities; he can plot on a linear scale. He always plan his questions and mark answers so as to exclude the unmanageable and the spontaneous (particularly the American plan catches on of less candidates, parents, teachers and all the marked scripts and raise endless arguments).

But the idea of stimulating the inquiring mind is nonsense anyway. It does need stimulus; it has got it. But it is a dark room, and it will soon stop moving. This is just what school does to it. All the practices of school (and all their justification from the examination) to screw down the lid on the inquiring mind. The curriculum limits a man's specialism at a time. The syllabus, which inquiry is to be made, and the time it is to be allowed. The textbook has all the answers.

As the inspectors report without a verse comment, most timetables fill the week with 35-minute periods; so that after half an hour a bell rings and another inquiry starts in another room. But 35 minutes is only time to exchange a bored look for another.

Today almost everybody can read, and hardly anybody does (a point which ought to have been at the centre of the Bullock inquiry). The conditions under which reading is taught and practised in school are a positive deterrence to enjoyment, enthusiasm, involvement and even profit; and the 35-minute period is the core of the deterrence.

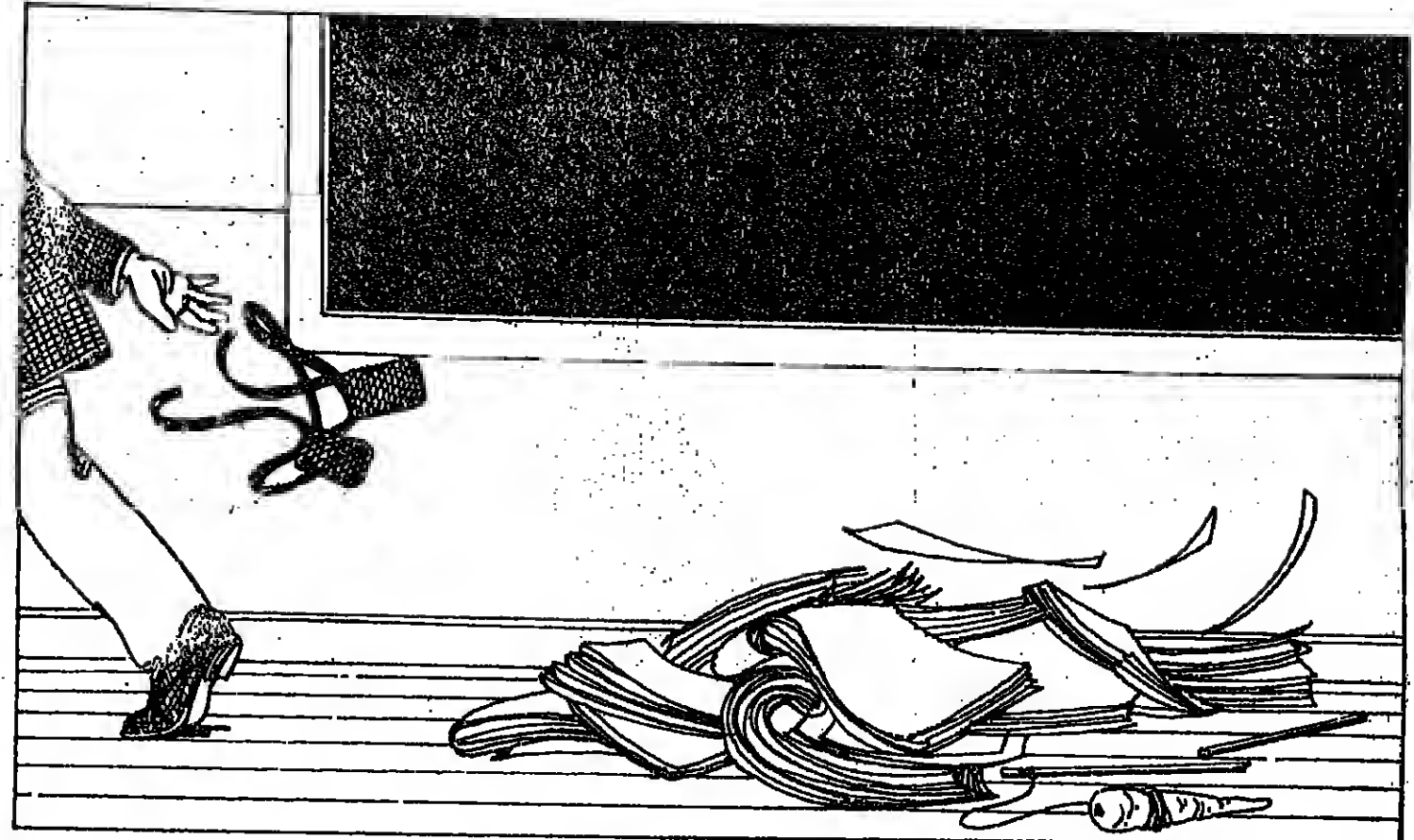
When I was head of a secondary modern in the 1950s, the inspectorate was concerned not only that academic excellence should be preserved, but that academic education should not be forced on those for whom it was not suitable. The Hadow report had been earlier, and we found little O level candidates had to transfer them to grammar schools or further education to take the exam.

This was a source of friction between HMI and headmasters, who had better ideas than to reflect the pressure they were given and demonstrate what the grammar schools did badly to

they had a struggle to get half their hand-picked entry up to five O levels) the secondary modern could do even worse. In the same years the early experimenting that led in the end to CSE was conducted by heads of schools, against the ministry's disapproval.

The persistence of external examinations in spite of the case against them

'Might the aim be to create a more complaisant people, who will only know what they are told to know?'



Throughout the 1970s there was no shortage of criticism of schools from non-educationalists such as politicians, the capitalists and corporals of industry and commerce, the press, social workers, police, and anyone else who cared to pick it. And there were almost more reports than there are likely to be lost school dinners in the 1980s.

Looking back, we can pick out several significant events. The first was Mr Callaghan's speech at Ruskin College in October, 1976, when he called for a public debate on education to which all were entitled to make their views known.

Some people charged schools with poor standards and incompetent teachers. There were too many fringes and not enough basics, and children lacked discipline, manners and the will to work. Maybe schools were out of touch with the country's needs. Maybe the gap between the world of education and the world of "working life" was a yawning chasm.

The second event, in July, 1977, was the Green Paper *Education in Schools*. A Green Paper is a statement of government policy. Although it was a "view of the future", the view of the curriculum looked suspiciously like a collection of skills.

Schools were to agree about what should be learned. Education had to be justified in economic terms: the main responsibility of the curriculum was to reflect the needs and requirements of "working life". The unemployed must be taught at that for their daily bread.

Children starting school this term will be finishing their full-time education in 1981, eight years away from a total eclipse of the sun, and our colleagues in industry and commerce cannot tell us what working life will be like then, nor how much there will be. The curriculum tasks we found little O level candidates had to transfer them to grammar schools or further education to take the exam.

It looks, therefore, like a thin basis for schools to work on. If the Green Paper is an accurate reflection of official thinking about children as social and economic fodder for the nation's political and industrial appetites, then it was a

would need some explaining. But that they should in little more than a generation expand their empire from 10 to 90 per cent (the report shows that only the bottom 10 per cent now escape their influence) looks like the work of a powerful vested interest. As well as exhorting teachers not to be overawed, might not the inspectorate to be working to bring

the exam lobby to heel?

The national interest is not served by sorting everything out into an arbitrary and sterile pyramid, particularly when this means everyone facing failure in the end, and quitting education as a consequence of not doing well enough to be selected for the next hurdle. It is enough to cause a national loss of confidence.

For survival, let alone success, we need a sounder and more moral educational philosophy, and a better idea of motivation than the behaviourists' carrot and stick. A nation that brings up its children like donkeys has indeed lost its confidence.

John Kirkham

features

November, 1977, which invited LEAs to respond to a "series of questions on a range of curricular matters". Last November, *Local Authority Arrangements for the School Curriculum* summarized the replies.

One conclusion was that many LEAs "need to increase their working knowledge of what goes on in their schools", of curricular practices and aims, and of the schools' success in achieving them. This finding was based on answers in questions about the institution, dissemination and monitoring of curricula, and about policy and development.

The information was unqualified, however, because it was nowhere related to the proportion of advisers in schools, the number of schools visits they made, or what happened to the information they possess. Nor was the information qualitative. The nature of the questions did nothing to clarify how policy and practice affect each other: we know that some of the most important developments emanate from schools. And there were no questions about the effectiveness of LEA intervention.

The stickiest question asked of local authorities was: "What curricular elements do the authority regard as essential?" and the report found that there was no common agreement among LEAs. Now HMI have been asked to formulate "a view of a possible curriculum" which will be discussed, revised and published this year. What hope is there for "reconciliation through discussion"? Will the core curriculum be brought into existence by consensus or edict?

If we again look at the question asked, it is inconceivable that the answers could ever have agreed: open-ended questions are good for stimulating discussion and learning, but less good for eliciting precise information. Had the questions referred to subjects, processes, attitudes and skills, there would have been a very large measure of agreement.

No questions were asked in the curriculum review about the affective areas: music, art and drama were scarcely mentioned in the answers. The humanities got short shrift. There was nothing on the "hidden" curriculum (which the Green Paper had earlier seen as a vital instrument of the schools' purposes), nothing on patterns of school organization, or the steps LEAs take to prepare teachers for promotion.

Maybe these omissions were not significant. Nevertheless, they are omissions. A core curriculum, treated as the sum

of its component parts, will trade in bits of pre-digested material, presented to the learner so that he has to receive it as truth without questioning it. The only way to put power behind a core curriculum is to give it the force of tests.

Criterion-referenced tests assess how well the thing being taught has been learned; or, if what needs to be learned has not been taught, the existence of the test ensures that it will be. Tests examine children's performance, but they can never examine the quality of it.

This, we may suspect, is the way a core curriculum will work. Yet no curriculum worth the name can be created in this way. In our cynical and sleepless moments, we may begin to suspect a sleight of hand underneath this public debate. It might be in divert attention away from political and industrial shortcomings by attacking supposed deficiencies in the education system.

We may find it hard to identify the political and industrial successes of the 1970s which entitle some politicians and industrialists to make some of their less sensible criticisms. We might sometimes be forgiven for thinking that no child was ignorant of his 12 times table, failed to spell accurately, ran across the road without looking or swore at old ladies before 1976.

Or might the aim be to create a more complaisant people, who will only know what they are told to know and stop asking inconvenient questions? For this is what lies hidden within a core curriculum founded on the notions of preparation for working life and bits of received knowledge.

Quite simply, it ignores the fact that each one of the children now in our schools is a unique individual in his or her own right. They use the languages of words, mathematics, music and visual representation to symbolize their unique experience and to negotiate their place in the world alongside others.

We desperately need a Christian Schiller to find his own new words for saying that "unless young children grow through the experience of reading, or writing, or anything else, as an activity of their own, they receive little of lasting value".

Fortunately, our children are often wiser in these matters than we are. If the core curriculum denies them their uniqueness, as learners they have the upper hand, and they will reject it utterly.

The author is a local authority adviser.

**Randolph Quirk and
Janet Whitcut**

books

Oranges and lemons

Philip Lewis on French books for the secondary school

Méthode Orange, By André Tchamkoff, Nicole Melville, Claude Olivier, Michael Wendt.
Hachette / Longman Schoolbooks Ltd.
Degré 1: Livre de l'élève £12.95.
Cahier d'exercices £1.40.
Degré 2: Livre de l'élève £12.95.
Cahier d'exercices £1.45.
Carnet du Professeur £14.95.
4 Tapes.
60 Slides.
Tests.

Les Duval Chez Eux, By Anne Tuppington.
Edward Arnold £12.50 0 7131 0385 X.
Collins Gem: 5000 French Words.
By Barbara L. Christie and Mairi Martin.
Collins £12.00 0 00 459302 2.

Choix-Varités, By J. D. Mackereth.
Hachette.
Livre de l'Élève £2.50.
0 245 53160 5.
Livre du Professeur £2.85.
0 245 53161 3.

Workbook in Everyday French, By Gerard Charbonneau and Hubert Reguin.
Reguin Publishing Company / European Schoolbooks Ltd.
Book 1 £1.85. Book 2 £1.85.
Answers to Exercises Books 1 and 2 £1.45.

Méthode Orange is a highly complex but excitingly innovative approach to French language learning. At first glance, the course appears to presuppose both a profound understanding of an intricate methodology and a student standard well beyond the norm. It has been devised, however, for the older child and could not be undertaken or appreciated by those under the age of 13. Three *Degrés* are involved, and each incorporates a hard-back pupil's book, a *cahier d'exercices*, an extensive *carnet du professeur*, slides, tapes and, for *Degré 2* at least (*Degré 3* is in preparation), additional tests. The outline would send shudders down L.C. spines, though not those of language school proprietors. The instructions to the teacher are most detailed but, in brief, involve a learning process: vocabulary depiction, role playing by the teacher, textual examination, paraphrase, discussion of illustrations, expression of contrary opinions, revision, role playing by the pupils, and vocabulary extension. This profusely and absorbingly illustrated course is obviously not geared to GCSE requirements but it is a remarkable contribution to the field of innovative learning.

Those familiar with Anne Tuppington's previous reader *Les Duval* will welcome the further adventures

of the Duval family in a lively and completely revamped version, complete in itself but providing, too, a delightful opportunity for the authors' other publications in this Mark 2 edition. *Les Duval Chez Eux*, eminently suitable for children with an elementary knowledge of French, consists of 26 very short stories in the present tense followed by straightforward textual questions supplemented by puzzles, completion exercises and opportunities for individual writing. The illustrations are comprehensive and evocative, leading themselves naturally to oral discussion once the initial vocabulary has been mastered. All words and expressions are linked with their English equivalents together with the verbs in infinitive form. In the final section of the book, Barbara Christie and Mairi Martin have produced, in delightful format, the latest version of what is deemed to be the essential vocabulary for examination purposes.

To my mind it is the most successful, relevant and well-researched compilation published so far. Ideal for the pocket, it will undoubtedly be an essential accompaniment of innumerable pupils who will be reluctant to invest themselves of it as they enter the examination room. This deceptively little volume contains over 5,000 French words and items arranged under 50 themes with vocabulary graded according to what the compilers estimate to be three different degrees of learning difficulty. These subdivisions are excellently planned and with facilities for progressive assimilation and encourage individual exploration.

Each page is supplemented by appropriate idioms or phrases involving the individual words listed. Alongside the more conventional themes, the one designated *Les Salutations* is an unexpected bonus covering the whole gamut of emotions. The 50 themes are followed by lists of conjunctions, adjectives, adverbial expressions, essential nouns not hitherto included, verbs, homonyms and a vocabulary index covering the first two levels of difficulty. The title is apt—it is indeed a gem of a dictionary and any criticism would seem capricious if not unwelcome. I did not, however, discover *l'écorce ou la baguette* and would like to put forward a plea for the inclusion of the omnipresent ball-trap in all future lists.

Derrick Mackereth's approach to GCSE multiple-choice listening and reading comprehension is scholarly and thoroughly pragmatic. The growing interest in this aspect of testing has inspired efforts from a number of authors recently but *Choix-Varités* goes far beyond the conventional questions based on written or recorded passages. Mr Mackereth is rightly concerned about the discrepancy between the

language content of many comprehension passages and that of the initial course book. To overcome this, he links his grammar and lexis to thematic material which are not translated and which must be thoroughly absorbed before comprehension is attempted. Skill in both listening and explanation is demanded of the reader in this respect, for each of the sections varies in the length of the text and the number of questions. The method in the book sections varies but consists in general of comprehension tests of the reading or listening of individual sentences, multiple-choice completion exercises based on a continuous piece devoted to a topical subject, short questions on a wide range of subjects, and a final section of reading in themselves and on a series of amusing drawings.

There follows a much longer piece of French (again of topical interest and highly relevant to the age of the pupil) for multiple-choice questioning and a section *Comptes-rendus en France* with questions involving correct identification. Advertisements and photographs are cleverly chosen. If pupils were not already aware of the fact that *le bureau de mariage* makes it clear that not all marriages are made in heaven; there is too a nice juxtaposition of an austere Charles Baudelaire and a relaxed Brigitte Bardot. There are additionally several drawings which, like the grammar used in conjunction with the tapes or cassettes available from the publisher, incorporate an entertaining range of questions involving the pupil's own interests, activities, opinions and reactions in given often amusing situations. My remarks do seem to justify a work of immense potential which not only adds a new dimension to comprehension testing but which will bring humour and instruction to the classroom.

The *Workbook in Everyday French* stems from the United States where, for reasons which most British teachers would accept with reluctance, this type of book appears to be much in vogue. Both volumes are bulky in format and follow the same pattern. Each grammatical point from the article on words is followed by a brief explanation in English, and is followed by a longer series of multiple-choice questions in word or sentence form with blanks on the right-hand side of the page for the insertion of the correct answer. The method is almost entirely mechanical and seems devised to keep the pupil quiet. The Preface states that these workbooks "shift the burden of activity from the teacher to the student, where it properly belongs. The student is kept occupied." Obviously repetitive exercises serve some purpose but they are an uninteresting way of teaching languages. All the answers are in a further volume which is indeed supererogatory.

example, marks the beginning of each listening comprehension section. In spite of this, the authors' approach, which might possibly be difficult in finding their way out of the book, "Units" "parts" and "sections" have to be carefully distinguished, and one can easily imagine some delay before the whole class has found, for example, Unit 1 (Unit 10).

The book ends with a selective vocabulary arranged in the order in which it occurs, which adds to the confusion. Alphabetical order would have been clearer. The teacher's book is, in fact, the more voluminous with 15 extra pages (at an extra 50 pence). As well as the taped texts, there are a few very sound suggestions for the exploitation of the material, and the correct answers to all the multiple-choice exercises in spite of its imperfections, the book is well worth consideration by those teachers of German who are looking for something to complement their existing course work to teach examination techniques and to simulate the examination themselves.

unecessarily confusing system when the words are listed just below the passage anyway. Then follow multiple-choice questions. The listening comprehension exercises on which the tests are based appear in the teacher's book (of which more soon) and are also recorded on the cassette, clearly an optional extra. In both the reading and listening comprehension sections there is a progression from brief situations to longer passages of German. Exercises in the writing section include the completion of dialogues, only one person's role in which is given, answers to questions based on texts and the answering of letters.

The book has an attractive format, with a bold, clear typeface and material well spaced. The cartoon-style drawings are in the same author's earlier *Zeitschrift* and a few photographs appear to serve only to make the format slightly more attractive and to break up complete pages of words, although the inclusion of the same drawings in the vocabulary sections is a little redundant. The book is packed out in styles in the text, an



A Kipling ABC (Macmillan, £4.95), drawn by John Lockwood Kipling for his grandson, the son of Rudyard, was recently discovered to the Kipling Archive bequeathed to the National Trust, who rectify the royalties. The charming period watercolours, mostly of animals, are accompanied by couplets, a line a page.

Children's literature

Smiling villains

Marion Glastonbury

The Summer of the Warehouse, By Sally Ricknell.
Ableton £3.95 0 200 72633 1.

Tig's Crime, By T. R. Borch.
Holtomann £3.20 434 93881 4.
Castle Minalta, By John Brinfield.
Gollancz £4.50 0 575 02730 4.

Frame-Up, By Tim Viceroy.
Macmillan and Jones £3.95 0 354 08089 X.

In his autobiographical essay "The Lost Childhood", Graham Greene tells how he discovered his métier at the age of 14 by reading a stylishly bloodthirsty historical romance. "It was as if I had been supplied once and for all with a subject." The mood to which he responded was doom: "One looked around and saw the damned everywhere. The theme he expounded was evil: 'perfect evil walking the world where perfect good can never walk again'."

Such a relief for sin is not granted to all of us; the tests of *Brighton Rock* may well say. But it is surely true that the fictional ingredients devoured by Grim Grim as a schoolboy—crucially, treachery, crime—are in some degree prerequisites for a successful thriller. Without them, there can be no fusion of alarm, and not much variety in the matter. The realization of this prompts some authors who might formerly have confined their efforts to holiday adventures to tackle the terrors of high-rise, the despair of the urban poor, the despair of the dispossessed. Such things do not always come easily to them.

Storytellers are kind, optimistic folk, unversed in vice, whose home life, according to their blarney, often approaches the beatific. In *The Summer of the Warehouse*, Sally Ricknell is married with a grown-up family and lives in a small village in Dorsetshire. Nothing in *The Summer of the Warehouse* suggests that she feels at home among the grimy terraces and rough diamonds of Battersea, or welcomes the violence and espionage that propel her plot. She tries hard to convey a landscape of spikes, rusty metal and jagged stones, but turns with relief to a rosier view: "Chelsea rose like a fairy-tale city, half-built, floors, the power station and the rubbish disposal wharf all changed into a palace by the time summer came." Equally happy transmutation, long dreamt of, her characters' heads with pop idols and the Wild West. So meek and blubbery are these boys that West Island Kim fears a Borneo sentence for going down to the river against his father's wishes, and Lennie, notoriously violent, shocks the neighbourhood by shouting "He's a so-and-so trainer, I tell you!"

Pangs of guilt afflict the innocent witnesses of crime, so T. R. Borch's Tig faces the same dilemma as does Lennie. Indeed, to judge by these two novels, young city-dwellers risk becoming embroiled in

skulduggery by seeing a palatial paper murdered (Old Roberts and Old Bill, respectively) and then by having their testimony doubted. In each case a waterlogged corpse is fished out of a river; the hero gets kidnapped but luckily he has his penknife with him.

Despite its reliance on events that regularly recur in the genre, *Tig's Crime* is genuinely tense. The creepers insidiously about rooftops and streets, November bonfires cast a livid glow on the enigmatic figure of the guy, a sinister gang of vagrant children and a jawless turn of the screw to our darkest suspicions, and even terrified policemen are given credit for dialogue. A dexterously efficient who-dunnit.

In *Castle Minalta*, the stealthy footfalls that raise goosebumps on the reader's spine, a young man who is bringing a consignment of engine-parts to his Cornish village in a snowy nineteenth-century winter. The historical setting is only fleetingly substantial as a traveller disembarks from the paddle-steamer and crosses the moor in a horse-drawn van, stopping at wayside inns for muddled ale and gossip. When, in the course of conversation, John Brinfield's story shows how to catch pikehounds with solms nets or remarks "The spring tides have fallen away and we've come to the neaps", you can't help but feel that the author has researched the scope, however superficially, of his subject.

Amid the dust and rubble of demolished houses, the story of *Frame-Up* is a tale of a man who is brought to the point where they can begin to tackle work on microprocessors, as it is "The Digital Computer", a related course at the OU. The course also aims to attract people who simply want to find out what electronics is about. Nearly 1,400 students have applied to start the course this year. There are 11 television programmes, associated with the course, and a joint summer school with the Open University's course on "Instrumentation".

Students starting the Open University's new second-level course on *Introductory Electronics* will receive a dual-trace oscilloscope with its own power supply, as part of their home experiment kit. "Introductory Electronics" uses a systems approach, concentrated on circuit design, and aims to bring students to the point where they can begin to tackle work on microprocessors, as it is "The Digital Computer", a related course at the OU. The course also aims to attract people who simply want to find out what electronics is about. Nearly 1,400 students have applied to start the course this year. There are 11 television programmes, associated with the course, and a joint summer school with the Open University's course on "Instrumentation".

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Gallery explorations

BILL HICKS reviews two exhibitions, with associated activities for children

The Whitechapel Art Gallery is again offering an ambitious programme of activities for primary and secondary schoolchildren during its current exhibitions in contemporary sculpture by Joel Shapiro and Merz. Organized by teachers Pat Van Pelt and Jenni Lantini, the activities are far removed from the arch-historical approach of the conventional gallery tour.

"Gallery Exploration 11" is confined to the upper gallery, where some 30 works by Joel Shapiro, a graduate of the New York minimalist movement of the 1960s are scattered over the floor like the painted contents of a toy chest. Some of the pieces, some of which have titles, are apparently representations of a matchbox-sized cast iron house stranded in a sea of doll meat, or a menacing steel bridge-like structure, connecting nothing but air surrounding it. Others are purely abstract, yet echo many of the forms and textures of the more recognizable pieces.

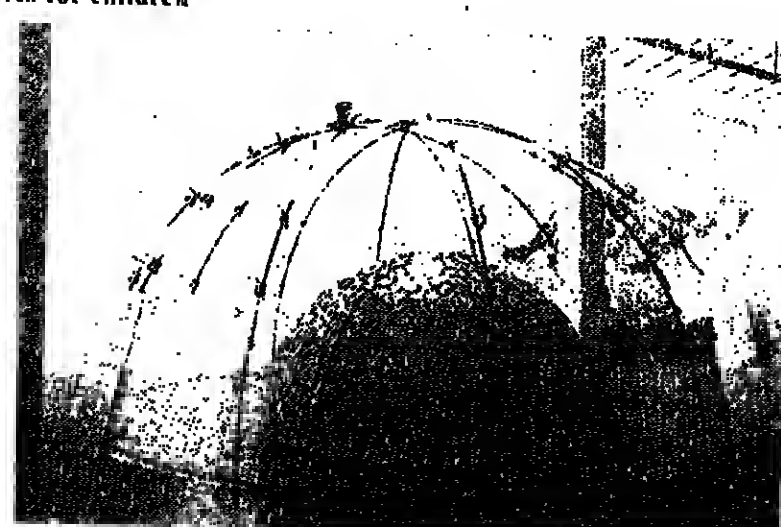
According to Ms Van Pelt, children's reactions have been rich and varied. Innocent of the categorizing

obsession of the art world and the prejudices of its opponents, they are able to make direct contact with the artist's work, enjoying the interplay of material and scale, projecting their own experiences into the many house-like enclosures of space, and so are able with little adult prompting to move easily from the apparently figurative to wholly abstract pieces.

In the practical session which follows the viewing they are given paper, scissors and glue, and are encouraged to create their own three-dimensional objects. While the teachers hope that some of Shapiro's ideas will be exploited, they are not looking for replication.

Downstairs, Merz's massive constructions of glass and clay, steel and wood, are an entirely different world. In the Shapiro exhibition gravity seems to have been multiplied and space compressed.

Although Merz's work gives an initial sense of chaos, most of his recent pieces are based on a mathematical progression derived from the twelfth-century philosopher Fibonacci. Merz considers that this series, originally calculated to explain the expansion of the rabbit



The "Double Igloo" structure created by Mario Merz. Much of his work is based on mathematical progressions derived from Fibonacci.

population of medieval Italy, piece, "Spiral Table", the theory governs, for example, the proportion of the human body or the clerking off each neon-lit Fibonacci shape of a snail's shell. In one large number as you go.

Because of the real danger of electrocution and the greater complexity of ideas, Merz's work is not included in the gallery exploration. Instead, there will be a one-day seminar and workshop for 15 school-leavers from several schools, who will be shown slides of the artist constructing the exhibits. After discussing the results they will be able to build their own Merz-inspired structures using materials scavenged from the surrounding streets.

The Merz seminar is now fully booked, and the gallery is considering holding a second seminar day before the exhibition ends on March 2. The Shapiro gallery exploration, which are held between 1.30 pm and 3 pm on Tuesdays, Wednesdays and Thursdays until February 14, were not fully booked at the time of writing. Teachers interested in taking part should contact Anne Pritchard, Whitechapel Art Gallery, Whitechapel High Street, London E1 7QX, telephone 01-577 0107. Funds permitting, the gallery hopes to mount similar educational programmes with future exhibitions, including the exhibition of paintings by Cy Twombly which begins on March 21.

Thinks: pense

The Brainbank is described by its makers as "the world's first personal electronic information centre and language laboratory". This may be pretentious, but to a limited device this microprocessor-based device is a phrase book and translator for foreign languages; a library of general knowledge, education and entertainment topics and a personal filing system combined.

The foreign language equivalent or other information is displayed in bright green letters on a 16-character screen. The Brainbank also automatically corrects spelling errors, identifies and explains words with double meanings, and can show phonetic spellings.

The device uses a series of plug-in interchangeable memory cells. Currently six language cells are on sale: English, French, German, Spanish, Italian and Portuguese, with Japanese and Arabic due soon. Every month, the makers say, new cells will become available covering a wide variety of topics, including a spelling guide and word games and phrase books which can be programmed by the user through the keyboard will be available for recording personal information such as telephone numbers, home addresses, and addresses.

Details from Ring Electric, Guller Road, Leeds LS12 6NB.

Organized resource

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Alan Moys on three reports from The National Congress on Languages in Education

After its first assembly in 1978, the Congress established three working parties for the two year cycle 1978-1980. The working parties drafted their reports, which will be passed to the constituent organizations in February for dis-

The working party felt that significantly fewer examination activities in modern languages are likely to be required in a real-life context, and that they contrast starkly with approaches to modern language teaching adopted in the early stages of second language acquisition.

Working party C had as its brief "a comparison of the various methodologies and materials involved in the teaching of English as a foreign language, modern languages, and the

The working party observes that communicative teaching is fashionable, and is likely to dominate the scene for some years. However, there is no sense of an established position in the interrelation of structural and communicative teaching, and teachers are uncertain how

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labours (where it has to be
the dominance of French
is founded not upon the
superiority of

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It is often said that the most important single purchase anyone makes in life is a house. The most important purchase a foreign language teacher makes is a textbook. The information available to teachers contemplating buying new textbooks is very slight. This need not necessarily be the case, and it is the purpose of this article to indicate some of the information which authors and publishers could give. Teachers should urge that this information is given, and reviewers ought to match up the claims made with the reality between the covers.

AIMS

It is a principal condition for the optimum use of a textbook that it should make its aims explicit. Unless a teacher knows exactly what the aims of the book are, teachers and pupils run the greatest risk of unsuccessful teaching and learning. Skills, a textbook ought, in my opinion, to indicate whether any distinction is made between the productive and the receptive skills. A teacher should know whether the author intends the receptive skills to be practised before, after or simultaneously with the productive skills.

The author could make it clear whether listening, reading, speaking and writing are to be given equal emphasis, or whether the book emphasises certain skills at the expense of others. Behavioural objectives. A textbook could make clear which language items pupils are intended to be able to master for productive use, and which items they are only required to be able to understand. The book should also contain a statement about what pupils are expected to be able to do with the language items they have learned. A precise statement along these lines is surely vital if teachers are to have full control over their teaching.

TOOLS FOR THE JOB

PART I—CRITERIA FOR THE EVALUATION OF TEXTBOOKS*

By Antony Peck

Examining suitability. If a textbook claims to be suitable for a particular examination then the congruency of the content of the book and the examination syllabus ought to be made quite clear.

SUITABILITY

Every teacher wants to know whether the book he or she wants to buy is going to be suitable for pupils in the school. If there is a mismatch between the aims of the book and the abilities of the pupils, this will inevitably demotivate the pupils, and frustrate the teacher.

Statements about suitability need, therefore, to be precise, even though this may conflict with the very understandable desire of publishers to sell a book as widely as possible. Piloting. A textbook, or at any rate, significant parts of a textbook, should be piloted in a draft form, with pupils of the sort for whom it is intended. The textbook should make clear what piloting has been done, and when changes have been made as a result of it.

Progression. The gradually increasing difficulty of a language course is a prime factor in gauging its suitability for different groups of pupils. The teacher needs to know before the book is bought, therefore, how the concept of learning difficulty has been interpreted. Grading. The author's grading principles need to be made explicit by

informing the prospective purchaser how much new lexical, grammatical and idiomatic material has to be handled by the pupils at any one time. The teachers need to know whether grammatical categories have been introduced and taught "wholesale".

For instance, is the "past tense" taught in chapter nine and the "passive voice" in chapter 10? Or are grammatical areas such as these spread out over a number of chapters, and so programmed as to make it feasible for them to be fully consolidated?

Or are only certain areas of a particular grammatical point introduced at all, leaving other areas to be taught in later years? Which strategy is adopted by an author, teachers would appreciate it if a statement were readily accessible to the purchaser, so that the teacher knows how big an area of grammatical and morphological difficulty he or she may have to deal with at any one time.

Sequencing. The teacher would benefit by knowing which principles the author has put the content of the book into before chapter two. The author must have considered the order in which language items are introduced, and an editor must have agreed with the author that the order could be made available to the teacher, so that they can be matched with the department's scheme of work. A statement needs to be made about revision, and it could be clearly stated how the revision policy has been implemented.

Timetabling. Clear indications could be given about how the textbook should be "paced". These should take into account a number of different school situations, so that teachers can have some degree of confidence in fitting the book to the timetable.

METHODOLOGY

Authors could help teachers by making statements about how they believe a foreign language is learnt, and what provisions have been made for this. We can assume that all authors have views on this subject. The author of a book full of spelling exercises presumably believes that foreign languages are largely learnt by filling gaps.

Method. It should be easily discernible whether an inductive or deductive method of teaching is explicitly recommended or implied. Teachers should, I feel, be able to find out whether the book states or implies whether the book relies on pupils using the foreign language in order to learn it, or whether the book assumes that formal explanations, definitions and formulae are thought to be an integral part of the learning process.

"Optimistic meeting" continued. "I reminded that the vast majority of A Level Spanish candidates did not go on to read for a degree in languages, and the view that the syllabus should not be too heavily weighted by university entrance requirements received strong support. It was felt there was insufficient emphasis at A level on oral work, and the set books paper was seen as a diversifying valuable time from language work. The literature component was further criticized on various grounds: it did not necessarily support language work; it could demotivate pupils by concentrating on the memorization of often tedious vocabulary, and consequently discouraged 'gloss' reading and reading for pleasure; the presence often detracted from the language study at A level; it did not even provide necessarily the best preparation for the study of literature at university."

Another feature of the Colloquium was the sense of optimism which it has identified. The success of being achieved in some institutions provided examples which could be followed elsewhere, and Spanish teaching in the United Kingdom could only receive a boost from Spain.

Teachers also need to know whether the book provides any specific help for rule-learning, or whether this is left implicit in the types of exercises provided. Statements about these matters will help the teacher to make up his or her mind.

Teaching modes. A book needs, I think, to make quite clear whether a range of teacher-pupil interaction is specifically provided for. Does the book, for instance, provide full-frontal class teaching only, or is material included to promote group work, pair work or individual and independent work? Does it contain homework tasks?

Use of the foreign language. Foreign language teachers are expected to have mastered the language they teach, and all teacher-training courses emphasize the need to use the foreign language in class. The degree to which this is possible is determined by the book. The textbook should consequently state whether the teaching is expected to be done entirely or mainly in the foreign language, and if this is the case, the book could help to make it possible for new users to be explained using the medium of the foreign language.

Aids. The prospective buyer could expect a textbook to make clear the purpose of any audio or visual aid, which may be attached; which are essential and which are optional; how each should be used, and how they are to be integrated in the full package.

CHAPTER UNITS

Learning stages. The teacher should be able to find out very easily whether a distinction is made between presenting the foreign language, practising it, and a transfer for state, and each chapter containing material to be mastered? Phonology. Does the course provide material for helping the teacher to teach pronunciation? Does the author make clear how pronunciation difficulties have been graded? Is it obvious what assistance has been given with the problem of matching the sounds with the symbols of the foreign language?

Exercises. The course should contain a statement about the range of exercise types, and their particular function in the overall teaching plan. A teacher should be able to find out what strategies the book adapts to remedy the interference of the native language with the foreign language. Has any contrastive study been made, or used?

Good teachers can, of course, teach with any book, but for those of us who are not good all the time, a Table Description Act needs to be brought in, so that teachers can more easily choose the tools for the job.

Part two will be published on October 17.

I am particularly indebted to the report of the *Kommision zur Begutachtung von Lehrplänen Deutsch als Fremdsprache*, which evaluated a number of textbooks used for teaching German in the Federal Republic of Germany, published as a *Studienbuch Deutsch als Fremdsprache* by Julius Greuss Verlag, 1979.

A. J. Peck is director of the Language Materials Development Unit, York University.

extra



An unusual street scene in Ravenna—the sunblind has been rolled up and there is a distinctly wintry air about these students.

TEACHING FRENCH IN SCOTLAND

Richard Johnstone describes a new set of French materials suitable for all abilities being prepared in Scotland.

Our working party has 13 members, most of whom are practising school-teachers from various parts of Scotland. In 1975 we were asked by the Scottish Central Committee for Modern Languages to prepare a new set of French materials suitable for all abilities in the first two years of a secondary school. Since then we have been meeting for two days a month.

In August 1978 we put first-year materials into seven schools for pre-piloting. In August, 1979, these schools continued the pre-pilot in S2. The proper full-scale piloting of the first-year materials began in August 1979, with 45 schools that had volunteered, and every educational authority in Scotland is represented in this pilot scheme. All of the pre-pilot and almost all of the pilot materials are being produced at the Aberdeen Centre, SCDS, and the materials will be published by Heinemann in 1981.

Our course, called *Tout de France*, will not be described as "French for mixed ability classes". The choice of class organization rests with the schools, and we intend to provide materials that are sufficiently structured and flexible for any type of class in the first two years. To say the least this is difficult; whether we shall succeed remains to be seen.

However, the Scottish Education Department has agreed to fund a research-based evaluation of the project and, as the materials are prepared, officers are monitoring progress. The evaluation has two main aspects: to provide the working party with a steady flow of information; and to provide reports, for the working party and the teaching profession in general.

The evaluation is welcome, as it means that the final commercial package will have been thoroughly tested against the realities of classroom practice, not only in language content but also in methodology, materials, assessment and classroom organization. It will reflect not only the views of the working party members, but also those of the pre-pilot and pilot teachers who will have had two years' experience of using the course. This approach is in contrast to a number of commercial packages launched in the 1960s and 1970s, without proper piloting and evaluation, which, in part at least, are based on dubious and largely untested methodological assumptions, such as the importance of teaching grammar in a non-explanatory way.

Within Britain at the moment there is a widespread feeling that foreign language teaching should become more "communicative" than, at present. Several working groups are devising communicative approaches, drawing to some extent on functional-notional concepts, and linking these to the graded levels

of achievement. There is, however, some disagreement as to how to proceed beyond that point.

Some groups want a regional scheme that establishes a common regional syllabus of communicative objectives linked to regionally validated graded tests, leaving teachers within the region to choose their own course materials and methodology. Clearly this approach is already trying out.

Already, however, there is evidence that it is not easy to use conventional courses on a day-to-day basis for communicative teaching. Our *Tout de France* approach is to go the whole way and develop our own differentiated syllabus, our own materials, our own methodology and our own graded tests. We aim to link all these elements together. Consequently, an important element in our project output will not only be the *Tout de France* course materials and tests, but also documents describing and justifying the *Tout de France* syllabus and the *Tout de France* methodology.

Two such documents have already been produced: *Teaching with Tout de France and Communication with Foreign Language Teaching* (1978) and *Special Reference to Tout de France*, both available at the Aberdeen Centre, SCDS.

Our methodology is underpinned by another research project also funded by the SED, in which two colleagues and I are attempting to identify and describe the appropriate skills and strategies for teaching a foreign language to the full ability range in S1-S2. Within the next nine months we hope to publish two research monographs. In addition, we shall produce a number of packages, containing video-recordings, and related information sheets, discussion sheets and practical workshop tasks, and illustrating the skills and strategies we have been able to identify through our research work. Although our video-packages will draw on two languages and a number of courses, they are likely to draw mainly on *Tout de France* lessons.

Given a suitable strategy for syllabus, materials, methodology, assessment and evaluation, we should be able to answer the following questions: (1) What can the less able achieve within two years? (2) What can the very best pupils achieve within two years? The pilot can not yet provide us with factual answers to these questions, but I hope the answer will be eventually given in two complementary ways—first by stating the communicative objectives attained by all pupils, and secondly, by describing two different levels at which pupils have realized these objectives linguistically.

For the first year of secondary education we have something like 35 common communicative objectives for all pupils, e.g. giving personal information, greeting and taking leave, expressing likes, dislikes and preferences, giving commands, making suggestions. We have two levels of linguistic achievement of these objectives: Level one: effective, basic communication. Understanding spoken French: Vocabulary of 450 items, tested in short passages in slightly slower than native-speaker speed. Showing an understanding of at least 70 per cent of the information in these passages.

Speaking French: Able to converse fairly fluently, expressing the communicative objectives in short utterances, using a range of grammatical and pronunciation mistakes, are nonetheless fully comprehensible to a speaker of French. Reading French: Reading street signs, shop signs, adverts, timetables, notices, notices, menus, public notices. Showing an understanding of at least 70 per cent of the information given.

Writing French: Not tested at this level. Level two: more complex language tasks. Understanding spoken French: Vocabulary of 850 items, tested in extended passages of fast, flowing French, containing a number of new words. Showing a high degree of accurate understanding.

Speaking French: Able to converse fluently and flexibly, expressing the communicative objectives with the minimum of mistakes in grammar or pronunciation. Reading French: Vocabulary of 850 items, tested in long passages of continuous prose, containing a number of new words. Showing a high degree of accurate understanding.

Writing French: Ability to write several short passages of continuous French with accurate spelling, careful selection of words and high grammatical accuracy. We hope that all pupils will have mastered the Level One objectives and that some will also have mastered Level Two—by the end of their first year of secondary school French. These levels may have to be adjusted, but it is clear that this kind of assessment is irreconcilable with a system that grades pupils from A to E along a normal distribution curve. If the less able pupils can reach Level One, does this justify French as an element in their curriculum?

With methodology, we are testing a number of ideas in pilot schools. A research based analysis of some 150 lessons with a conventional audio-visual course reveals mainly whole-class work based on book, blackboard and/or tape, with considerable emphasis on drilling. We have tried to redress

continued overleaf

tout compris

William Rowlinson

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Judging from the oral work on the wall, French can also be fun in this London school.

approaching full membership of the EEC. The "typical" Spanish pupil was identified in a survey ten years ago as a good linguist in a girl's grammar school in Southern England learning Spanish as a second language at 13, but cases were presented which showed that Spanish could also survive—even thrive in place of French—as the first foreign language in 11-18 comprehensive schools. Spanish was believed to be useful as French as the base for a child's first experience of foreign language study, and its comparative simplicity in the initial stages of learning offered a distinct advantage. The subject had to be "sold" to conservative staff and parents, but enthusiastic staff and practical support from their Head (and moral support from colleagues in Higher Education) could put a good case for Spanish and support it with success.

One of the obvious arguments for Spanish is its status as a world language spoken by some 250 million people, but, as Gareth Thomas pointed out, Spanish is also an important European language. Spain is a major trading partner of Britain and this trade will be boosted by EEC membership which will also make it available to Spanish companies.

The National Secretary of the Association of Teachers of Spanish and Portuguese is Robert P. Clarke, 33 North Lane, Histon, Cambs, CB3 0ET. Alan Dobson is the principal lecturer in Spanish, Department of Languages and European Studies, Wolverhampton Polytechnic and Chairman of the Association of Teachers of Spanish and Portuguese.

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Russian enjoyed a fair degree of popularity in classrooms in the 1960s, but through the last decade it has steadily declined. These Russian citizens of 1971 are listening to the news while queuing to visit Lenin's Tomb in Red Square.

"Teaching French in Scotland"

continued

the balance by devoting activities that give pupils the chance to talk in each other in French, as well as to the class teacher, and we lay great emphasis on pupil-initiated language use.

Within each work unit, we provide a diagnostic test of comprehension and another of speaking. Those pupils who score 80 per cent are given more demanding activities; those who fail to gain the mastery score are taught and tested again.

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whether his difficulties lie in the area of communicating the basic message, or grammar, or pronunciation. We have yet, however, to find a convincing way of doing this testing quickly.

Finally, we take a traditional view on grammar, believing that only good foreign language course must have a clear grammatical progression; we also believe that the ability to use the language accurately, flexibly and "communicatively" rests partly on a conscious understanding of at least some grammatical, phonological and semantic rules. Rather than expecting these to be absorbed inductively through exposure to dialogues and "modules", we strongly favour an explicit explanatory approach, in which we explain the rules in our Pupils' Book to this end.

Richard Johnston is Convenor of the National S1-S2 French Working Party (Scotland).

INTRODUCING EUROPEAN STUDIES

Surely a subject which embraces so much and is relevant to the lives of us all ought to be made available to pupils of all abilities, writes Joseph E. Peters

One of my tasks as head of modern languages in a small rural comprehensive school has been to organize and teach European Studies, a subject which, in my view, does not receive nearly enough careful consideration before being introduced into the curriculum. The following observations are founded upon five years of experience at the sharp end.

An important factor when embarking upon any European Studies course is that of the availability of staff willing and able to deal with the content of the course. I have been lucky in as much as I have taught modern European history as well as languages. I have also worked abroad for many years and have travelled widely in both Western and Eastern Europe. Many teachers have not been so fortunate.

I think it is asking an awful lot of staff without such experience of European history and everyday life in a number of European countries to launch a European studies syllabus. This is especially true if the aim is to offer the subject as an examination option for the CSE or GCE.

Many language teachers justifiably prefer to restrict the field to, say, French or German studies, courses usually containing an obligatory language content. Ideally one would like to be able to draw upon experts from geography, history and other departments to teach the topics falling within their field. All too often, however, this founders upon perfectly valid problems of timetabling.

From the point of view of the pupils, especially from that of the less able, many social, geographical, historical and political concepts prove difficult. Yet these are essential to any meaningful CSE course. One needs to go slowly and assume nothing, remembering that terms like left-wing, right-wing, fascist, communist and so on mean little to the average 15-year-old.

My own CSE (Mode 3S) syllabus runs over two years; though some topics are often "anticipated" in the third year. Assessment is based upon 12 "units": five individual projects and seven interim tests, the last being set on topics studied as a class.

In the sections done together I like to include a fairly wide and representative selection of countries and themes for consideration. The EBC is regarded as our most important topic and carries a weighting of three. During the current course we are also studying

West Germany, France, Italy, Spain, Sweden, Russia and the whole question of racial and linguistic minorities.

I find the British scene a good way into the problems of minority languages and devolution. I would encourage pupils who wished to do a project on Ireland, Scotland, Wales, Cornwall, or any other unique part of the United Kingdom, to think it is important to get across the idea that Britain is an integral part of Europe—and always has been—at an early stage.

The question of individual projects is something of a problem. Although many pupils are keen to cut out illustrations and draw maps and pictures, they often find the writing of a balanced account on a given topic daunting. All too frequently they are content to merely copy wholesale from source-books.

A good CSE project, on the other hand, would need to show some ability to synthesise several accounts and give a personal touch in both written content and illustrations. One might be advised to set a large amount of illustrative work and a minimum of text.

Originality is hard to come by; not surprising, in view of the abundance and complexity of much of the material to be considered. It is a good idea, I find, to limit the scope of a project. Focusing in the Netherlands, or "Tourism in Yugoslavia" are better bets than general titles such as "Spain" or "Switzerland".

Source-material has to be acquired gradually. One mistake is to amass a huge collection of material. A good project is a good deal of simple, lay in a good stock of simple, inexpensive files, tracing paper, drawing paper, glue, coloured pencils, punches, staples and the like. A large range of roller-rings is a great boon. Research at first, but as you go on a great saving on tracing paper, if you take the long-term view.

They also enable all members of a class to work from the same map. Pupils are often terribly vague about the geography of Europe. Assume nothing. A series of very easily confused with Australia, more wall-maps and individual packages, the easier it becomes to give children an idea of the physical shape of the Continent.

Focus on material for both hard from travel agencies. I have always found them surprisingly willing to hand over brochures, timetables or even posters. The moment seems to be a good time to approach them, since they are sometimes glad to be rid of surplus spring and summer material. It might be an idea to try to get a number of different localities—possibly in different localities of the various embassies, tourist boards and airlines are usually extremely generous. Some positively deluge you with posters, brochures, books, leaflets, even postcards. Some

of the books can, of course, be little biased towards their own country, but useful for all. Material is nearly always available—and reasonably—small, and cheap. For 50p you can get a small book, one which, though, one can use as an excellent range of maps and facts on their country—about 25 copies of a duplicated letter addressed to a list of suitable addresses can be lifted from the London telephone directory. A tedious but rewarding task.

The pupils themselves can and should also be mobilized. They can be done with some success. In a good idea to provide boxes or a folder where they can deposit information on various countries, building up a communal bank. You can cut out magazine illustrations, newspaper articles and photographs, collect wine or beer labels, and even foreign products, and even foreign newspapers. I have known children find papers in the most unlikely places, not least on the counter of a fish and chip shop.

Any good school library should contain a fair selection of books on individual countries. Such books are essential for individual projects, since they furnish basic facts and information. Public libraries are of like benefit.

When teaching a class as a group, though, you really do need a selection of suitable textbooks. It is difficult to keep going too long on a talk and a series of slides. The latter is a wide selection of material, able from a growing number of educational publishers. Get both on approval and have a good look at them before ordering. A selection in many excellent books on individual countries there are good kits which combine text, filmstrips and worksheets. For less able the more general is better, but the more general is better.

One source of regret in many that European studies always seem to be relegated to the role of a "make-or-buy" subject. It is a pity that a subject which is so much to be recommended is so much to be avoided. It is a pity that a subject which is so much to be recommended is so much to be avoided. It is a pity that a subject which is so much to be recommended is so much to be avoided.

Joseph E. Peters is Head of Modern Languages, Upper Hilderside High School, Nr. Harrogate.



Over the past four years Thames Educational TV have sought to demystify foreign languages and foreign ways of life.

MADE TO MEET NEEDS

Tony Davenhill considers four years of Thames Television language programmes and introduces a new series

The production of modern language programmes has always been viewed as a long-term project by the schools section of Thames Television, and after four years it is possible to see where our successes and failures have lain and where future effort could well be directed.

Guiding principles from the first have been to set realistic and achievable targets, often lower than commonly supposed appropriate, and to present the learning of a foreign language as a reasonable and even enjoyable activity for pupils of all abilities. We have also sought to demystify foreign languages and foreign ways of life. I should mention that we have also presented programmes with similar aims on France, Germany and Italy at primary level in our *Findings* series, though here the emphasis is on geography and culture rather than language.

Our first two French language series, *Comme ça va* and *La France telle qu'elle est* were a mix of simple transactional situations and lively actually film shot in France, based with more didactic teaching using our presenter and the kind of annotated graphics which are difficult to achieve in the classroom. Additionally the introduction of a simulated oral examination, pupils identified closely with the examination and also reported confidence from seeing what the confrontation between examiner and candidate was like.

From here we progressed to programmes set outside metropolitan France. *Souvenirs de Bretagne* was set in West Africa and was expected to be of particular interest in multi-cultural classes. It did have a certain success, particularly in rural areas, but generally was not appreciated by sophisticated urban viewers who also found traditional African lifestyles to be either funny or vaguely menacing.

Next came *Ami Travail* which showed older students living and working in France either alone or in groups. Again, we were particularly struck by the high degree of identification expressed by viewers of these programmes.

Finally, to *Brick-by-brick* we used an attempt to kindle or rekindle the enthusiasm of third-year students. Two years ago it became apparent to us that much of our programming was particularly inappropriate to the emerging graded achievement syllabus. We therefore decided to devote a considerable portion of our effort to a series tailored to the needs of teachers and children attempting this style of modern language learning.

The result will be *Action-télé* which is to have its first transmission in March.

The five programmes are divided into five independent sections whose length varies from four to seven minutes. We feel this to be a manageable length in the classroom and we have made the assumption that schools will record the programmes and play back the individual sections as suits individual teachers.

The programmes encompass a wider range of subjects than is usual in language broadcasts. Four sections are devoted to simple dialogues recorded in the Loire Valley. They feature French children asking the way, discussing their pets and hobbies and ordering drinks and sandwiches in a cafe. A further section features English children in a play set in a language making their way through the town and buying various souvenirs.

Descriptions of making a croque-monsieur and a poulet caennais were also filmed in France and in England we show how to make our "Coco" puppet which is featured in the programmes.

Another section is devoted to France in England, the film *Bohème* shot in the London type and in surroundings resembling London, where there is a considerable French presence. A series of language learning games is featured in the section and we feel that this will be of particular interest to both teachers and pupils. Four sections are devoted to the colorful-style songs and sketches first seen in our *Brick-by-brick* series. The language content of these is carefully structured to the needs of beginners and although the limitations on vocabulary are necessarily severe, I believe that our viewers will find these sections amusing and encouraging as well as instructive.

For the sketches, we have adopted the artifice of two Martians appearing in an office, a restaurant and in the street and struggling to make themselves understood. The songs reinforce the vocabulary and usages introduced in the sketches. Finally, three sections are given to didactic exposition using the techniques of graphic animation which we have previously found to be effective.

All in all, the series offers a package which should have considerable value for any group of first year students of French. It is, however, particularly apposite to the new A/C1 course book published by Nelson.

In the period between the first and second transmissions we will have sufficient reaction from teachers to form a practical judgement on the series and to alter or even remake any sections which do not succeed in their designed purpose.

The autumn term 1980 will see another new departure in our foreign language programming. It would seem that German is increasingly likely to be offered as a first choice language even though it is still primarily an offer to those pupils who have already had some success in French. We have therefore decided to broadcast a German language series *Wie geht mon...?* based on the successful feature *Comment ça va...?* and aimed at helping candidates for the oral examination at CSE and O level.

We plan the programmes to have sections devoted to "actually" film shot near Linz in Germany; to detailed analysis of the language used and to simulated oral examinations.

For the future, we hope to extend the *Action-télé* coverage to the second and third year of French studies and also to devote more air time to German language programmes.

We have not ruled out the possibility of making programmes in other modern languages after all. It is a fellow member of the Common Market and Spain, Portugal and Greece are likely soon to join us. However, it seems sensible to maintain those resources deployed in the making of broadcast television programmes which could be devoted to areas where they can be most effectively used.

More air time and the certainty that the teaching of modern languages other than French and German could be adequately staffed might alter our ideas, but here we are in the realm of most uncertain conjecture.

We are well aware that many teachers view the first transmission of a new series as an opportunity for sizing up its worth rather than using it. For this reason *Action-télé* will be repeated in the autumn term and our hope is that

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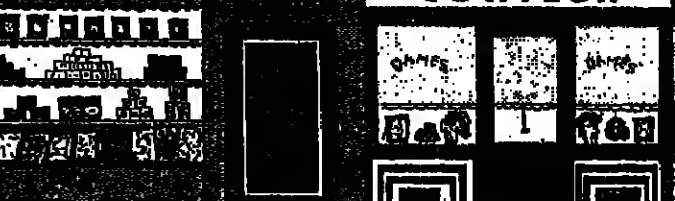
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BACKGROUND BOOKS

Reviewed by Robert Bear

France, by J. A. Hunt, Hodder and Spoughton £1.25, 034024750 9

Atlas de la France et du Monde, by Denis Texier, André Laurent and Guy Bonneton. Hodder & European Schoolbooks £2.25.

Les Elections en France, by Marie-Thérèse Lancelot and Alain Lancelot. Hodder & European Schoolbooks £1.95.

As Mr Hunt writes in his preface: "The study of a foreign language at school cannot be divorced from the study of the people who speak that language." For teachers who share this view, the three books under review would be in their different ways extremely helpful.

Mr Hunt's work, first published in 1956 and now deservedly in its seventh revised edition, is an admirable "Introduction to the French Nation" to use his own subtitle. His 100-page tour d'horizon of Paris and the different provinces, the daily life of the people and its history, school life and the arts, is a real tour de force. Obviously, the author is highly conversant with his generalization, but in fact at least in the eyes of a foreigner and its inhabitants the final impression is a fair one by a loving viewer.

The book also contains numerous statistics and up-to-date figures, is illustrated with maps and splendid photographs, and with a comprehensive index. Even students in higher education might find this atlas volume useful and enjoyable.

Its main sources of support, the industries, the agriculture, the transport etc. The French problem is to use his own subtitle. His 100-page tour d'horizon of Paris and the different provinces, the daily life of the people and its history, school life and the arts, is a real tour de force. Obviously, the author is highly conversant with his generalization, but in fact at least in the eyes of a foreigner and its inhabitants the final impression is a fair one by a loving viewer.

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MAINTENANCE DIVISION

UNIVERSITY SCHOOL

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For health to be restored, the mind, however low it is, must be brought up to the point of health.

including a performance prize including a grant of \$1000 to the artist. Salary range \$20,000 to \$25,000 per year.

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The salary of the professor at present \$13,200 per annum will be \$14,400 with effect from 1 April, 1969. The appointment is for a period of three years, but we should like to see people who are not more than 51 March, 1971, for consideration. The salary of the professor is £14,400 per annum, from which further pay will be obtained.

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Financial Planning

- (i) Assessment of long-term capital needs and financing of Universities.
 - (ii) Preparation of capital estimates and submissions to the Federal Government for capital grants or loans to all Universities.
 - (iii) Allocation of capital grants to all Universities.
- ## Physical Planning
- (i) Initiation and evaluation of comprehensive master plans for new Universities as and when they are required.
 - (ii) Initiation and evaluation of periodic Action Plans in relation to five-year national development plans.

Co-ordination and Monitoring

- (i) Co-ordination of the Physical Planning and capital development programme of Nigerian Universities.
- (ii) Review submissions of Universities and space requirements in relation to academic programmes.
- (iii) Advice on updating implementation procedures and standards.
- (iv) Monitor capital building and services projects under construction.

- (v) Liaise with University Physical Planning Unit.
(vi) Liaise with NUC Professional staff.
- SALARY: QL16—NT11,565.00-12,720.00 p.a.**
- CONDITIONS OF SERVICE**
- The appointment may either be permanent until retiring age (applicable only to Nigerians) or on contract basis for two or three years initially, renewable by mutual consent. A contract duration of 26% is then payable, 10% salary and 15% of satisfactory completion of contract. Prime benefits include passages to and from the University upon satisfactory completion of contract for expatriates, who will be entitled to five (5) days approved overseas leave, and part

- METHOD OF APPLICATION:**
- (a) Interested candidates in Nigeria are required to forward a completed application form (10 copies) to the Registrar, University of Calabar, P.M.B. 1116, Calabar, giving the following information: Post code, full name, date and place of birth, nationality, permanent address, telephone number, current address and telephone number, previous educational qualifications, marriage status, number of children, educational institutions attended with dates, full qualification plus copies of certificates, previous employments with dates, present employment with dates and salary, list of publications, list of referees, list of referees and scholars in relevant field as referees, two passport photographs of self. Candidates are advised to request the referees to forward references on them directly and under separate cover to the Registrar to reach him not later than 22nd February, 1980.
- (b) Overseas candidates should forward applications (four copies) to Principal Assistant Secretary (Recruitment) National Universities Commission, 180 Tottenham Court Road, London W1P 0LE, giving details as in (a) above by the deadline date. Please request referees to write to you in NUC, not to the Registrar.

Financial Planning

- (ii) Preparation of capital estimates and submissions to the Federal Government for capital grants on behalf of all Universities.
- (iii) Allocation of capital grants to all Universities.

Physical Planning

- (I) Initiation and evaluation of comprehensive master plans for new Universities as and when they are required.
- (II) Initiation and evaluation of periodic Action Plans in relation to five-year national development plans.

Co-ordination and Monitoring

- (I) Co-ordination of the Physical Planning and capital development programme of Nigerian Universities.
- (II) Review submissions of Universities and assess requirements in relation to academic programmes.
- (III) Advise on updating implementation procedures and standards.
- (IV) Monitor capital building and services projects under construction.

SALARY: QL 16—\$11,568.00-12,720.00 p.a.

CONDITIONS OF SERVICE

The appointment may either be permanent until retirement (applicable only to Nigerians) or on contract basis of two or three years initially, renewable by mutual consent. A contract of addition of 25% is then payable, 10% salary and 15% in tax-exempted completion of contract. Fringe benefits include passages to and from the University upon appointment and completion of contract for appointees, with one up to five children, approved overseas leave, and parking.

METHOD OF APPLICATION:

(a) Interested candidates in Nigeria are required to forward detailed applications (10 copies) to the Registrar, University of Calabar, P.M.B. 1115, Calabar, giving the following information: Post address, full name, date and place of birth, nationality, permanent address, telephone number. If any, current postal address and telephone number; I, applicable, name, status, number and age of children; educational institutions attended with dates, qualifications; names plus copies of certificates, previous employments with dates, present employment with dates and salary, list of publications; names and addresses of three distinguished scholars in relevant field as referees, two passport photographs.

(b) Overseas candidates should forward applications (four copies) to Principal Assistant Secretary (Parliament) National Univerities Commission, 60 Tottenham Court Road, London W1P 8LE giving details as in (a) above by 22nd February, 1980. Please request referees to write directly to NIUD, London.

RESPONSIBILITIES

Financial Planning

- (i) Assessment of long-term capital needs and financing of Universities.
- (ii) Preparation of capital estimates and submissions to the Federal Government for capital grants on behalf of all Universities.
- (iii) Allocation of capital grants to all Universities.

Physical Planning

- (1) Initiation and evaluation of comprehensive master plans for new Universities as and when they are required.
- (2) Initiation and evaluation of periodic Action Plans in relation to five-year national development plans.

Co-ordination and Monitoring

- (I) Co-ordination of the Physical Planning and capital development programme of Nigerian Universities.
- (II) Review submissions of Universities and space requirements in relation to academic programmes.
- (III) Advice on, updating, implementation, procedures and standards.
- (IV) Monitor capital building and services projects under construction.

(v) Liaise with University Physical Planning Units.
(vi) Liaise with NUC Professional staff.

- CONDITIONS OF SERVICE**
- The appointment may either be permanent, until retiring age (applicable only to Nigerians) or on contract basis of two or three years initially, renewable by mutual consent. A contract addition of 25% is then payable, 70% salary and 15% as extended duty completion of contract. Prime benefit includes allowance to and from the University upon assumption and completion of contract for appointee, wife and up to five children, approved overseas leave, and part

METHOD OF APPLICATION.

- (a) Interested candidates in Nigeria are required to forward detailed applications (10 copies) to the Registrar, University of Calabar, P.M.B. 1116, Calabar, giving the following information: Post address, full name, date and place of birth, sex, marital status, date of marriage, date of birth of children, if any, current postal address and telephone number, if applicable, marital status, number and age of children, educational institutions attended with dates, full qualifications, five plus copies of certificates, previous employments with dates, names of referees, names and addresses of three referees, publications, names and addresses of three distinguished scholars in relevant field as referees, two passport photographs.

graphs of self. Candidates are advised to request the referees to forward references on them directly and under confidential cover to the Registrar to reach him not late

- (b) Overseas candidates should forward applications (four copies) to Principal Assistant Secretary, (Recruitment) National Universities Commission, 180 Tottenham Court Road, London W1P 8LE, giving details as in (a) above by 22nd February, 1980. Please request references to write directly to NUO, London.

